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GRADE REORGANIZATION PREPARATORY TO THE ESTABLISHMENT OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL.

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THIS REPORT IS AN EVALUATION OF A NEW YORK CITY HIGH SCHOOL GRADE REORGANIZATION PLAN WHICH REMOVED THE NINTH GRADE IN 38 JUNIOR HIGH SCHOOLS IN DISADVANTAGED AREAS AND TRANSFERRED THE STUDENTS TO EITHER ACADEMIC OR VOCATIONAL HIGH SCHOOLS. THE GOALS WERE TO ACHIEVE QUALITY INTEGRATED EDUCATION AND TO IMPROVE THE ETHNIC BALANCE OF THE HIGH SCHOOLS. EVALUATIONS WERE CONDUCTED AFTER THE FIRST AND SECOND YEARS OF OPERATION. QUESTIONNAIRES, INTERVIEWS, AND SCHOOL VISITS PROVIDED THE DATA. EXPLORED WERE THE AREAS OF ETHNIC TRENDS, INTEGRATION AND DESEGREGATION, PLANT UTILIZATION, SCHOOL ORGANIZATION AND ADMINISTRATION, CURRICULUM MODIFICATIONS, AND THE REACTIONS OF ADMINISTRATORS, TEACHERS, AND STUDENTS. BECAUSE ONE PURPOSE OF THE REORGANIZATION WAS TO DECREASE SCHOOL LEAVING AND IMPROVE ACADEMIC ACHIEVEMENT, FINDINGS ON STUDENT PERFORMANCE ARE PRESENTED IN TERMS OF ATTENDANCE AND TURNOVER PERCENTAGES, ACADEMIC RECORDS, AND READING COMPREHENSION GAINS ON CITYWIDE TESTS. THE MAJOR RECOMMENDATION IS FOR A MORATORIUM ON THE FURTHER TRANSFER OF JUNIOR HIGH SCHOOL STUDENTS UNTIL THE HIGH SCHOOLS CAN ABSORB AND ADJUST TO THE PRESENT ENROLLMENT OF DISADVANTAGED STUDENTS. ALSO NEEDED IS A DOUBLING OF FUNDS TO BETTER SERVE THE ADDITIONAL STUDENTS AND TO PROVIDE INSERVICE TEACHER TRAINING AND SPECIALIZED SCHOOL SERVICES. (NH)

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EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS 1966-67

GRADE REORGANIZATION PREPARATORY TO THE ESTABLISHMENT OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL

By Edward Frankel

September 1967

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OFFICE OF EDUCATION

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Edward Frankel

UD 004 986

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

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GRADE REORGANIZATION PREPARATORY TO THE ESTABLISHMENT OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL

Introduction

In order to achieve quality integrated education and improved ethnic balance in the high schools of New York City, beginning in September 1965, the ninth grade of 38 junior high schools was removed and the students affected were transferred either to academic or vocational high schools. These junior high schools were selected because most of them were overcrowded and had large numbers of students who were not reaching their potential. The students entering the ninth grade of these receiving high schools were given additional services to increase their motivation to learn and to improve their academic status. For the first year of the project, 50 out of the 60 academic high schools and all 29 of the vocational high schools received federal funds under the provision of the ESEA TITLE I Act. These funds were used for additional teaching and non-teaching positions as well as materials and supplies necessary for achieving the objectives of the program. For the current year (1966-67), the same schools funded last year were refunded. There was no increase in monies although the program now included approximately twice as many students as it did before - one entire new grade plus the students previously in the program.

At the end of the first year of the project, the initial evaluation was conducted by the Center for Urban Education in seven se-

lected academic high schools.[1] The reactions of school administrators, guidance personnel, and ninth grade teachers were obtained by means of interviews and questionnaires. In addition, the school performance of over a thousand disadvantaged ninth graders from selected truncated segregated junior high schools were studied. The major recommendations for improving the program were the necessity to reduce overcrowding, the need for more specialists and for teachers for remediation, principally in the language arts, and an expansion of guidance services. In implementing the program for this year, consideration was given to these recommendations. In February 1967, 100 additional positions were added which included guidance counselors and teachers of remedial reading, arithmetic, and English.

The present evaluation is a continuation of last year's study of the transfer plan as it affected both the incoming disadvantaged ninth graders this year, and those tenth graders who were in the program last year and were included in last year's study.

Objectives of Present Study

The purpose of the present study was to explore the following areas as they relate to the school and the disadvantaged students participating in the transfer plan:

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[1] Frankel, Edward. The Four Year Comprehensive High School: Ninth Year Transfer Plan. New York City, Center for Urban Education, August 31, 1966.

1. Ethnic balance and integration.
2. Overcrowding.
3. Administrative adjustments.
4. Curriculum modification for disadvantaged ninth and tenth graders.
5. School services available for disadvantaged ninth and tenth graders.
6. Student reactions to the program and self-image.
7. Student academic performance.
8. Evaluative reactions of administrators, teachers, and students.

Population in the Study

The current study was limited to six of the seven academic high schools included in last year's evaluation, and three vocational high schools which were added to this year's evaluation. These schools were selected because they had received significant numbers of disadvantaged ninth graders from segregated and overcrowded truncated junior high schools.

The six academic high schools were coded as follows: "E", "W", "M", "T", "C", and "J". The three vocational schools selected were large multi-trade schools and were coded: "D", "H", and "G". "D" is coeducational, "H" is an all-girls school, and "G" is an all-boys school. The selection was made in consultation with the High School Division of the Board of Education. Within each of these schools, ninth graders entering from segregated and truncated junior high schools were sampled and compared with their peers in nontruncated junior high schools. The tenth-grade sample consisted of students

who entered the school last year and were still in the school. They were compared with their schoolmates who had spent the ninth year in junior high schools (and were in high schools).

Design of the Evaluation

The overall design of the study was conceived as a three stage operation: the first stage to assess the schools at the start of the school year, an initial status study; the second stage to evaluate the school in operation, a process study; and the third stage, at the end of the school year, the product study.

1. Initial Status

In the first stage of this evaluation, data were obtained from school administrators by interviews and questionnaires which described the school, its organization, services, curricula, the integration at the beginning of the school year, and the various plans to meet the needs of disadvantaged ninth and tenth graders who entered the school from segregated, truncated junior high schools.

2. Processes

The second phase of the evaluation concentrated on the transfer plan in the sample schools as ongoing processes. The design called for an assessment early in 1967 of school organizations, services, curriculum, and integration. Questionnaires were completed by administrators, including ninth and tenth grade guidance counselors, by chairmen of the English, social studies, science, and mathematics

departments, and by teachers of ninth and tenth grade disadvantaged students. In addition, four schools were studied more intensively. Here the chairmen and teachers were interviewed, classrooms were visited, and a student questionnaire was administered to ninth and tenth grade classes in English and mathematics for educationally disadvantaged youngsters.

3. Products

The third phase of this study was concerned with the progress of the program as reflected by student achievement and performance, the holding power of the school, and reactions of the staff, students and parents. Student attendance, turnover, academic record, and reading comprehension scores on citywide tests were assessed.

Evaluation Staff

The evaluation of the transfer plan was conducted by a staff of four professional researchers. Each staff member established liaison with at least two high schools and supervised the study in these schools. In addition, each area of investigation was designed, planned, executed, and summarized by a designated staff member. Proposals for evaluation were reviewed by the staff as a whole.

P A R T I

INITIAL STATUS STUDY

Purpose

The purpose of the first step in the present evaluation was to obtain a description of the schools at the beginning of the school year with respect to organization, curricula, services, and integration as they relate to the disadvantaged ninth and tenth graders in the school. An attempt was also made to assess the changes the school had instituted in the past two years to meet the educational, social, and emotional needs of disadvantaged students.

The specific areas explored were:

1. Ethnic trends.
2. Integration and desegregation.
3. Plant utilization.
4. School organization and administration.
5. Curriculum modifications.
6. Reactions to the evaluation.

Instruments

These data were obtained by means of a questionnaire and an interview with school administrators in each of the nine selected high schools. The purpose of the questionnaire was to direct and structure the interviews. It was prepared in cooperation with a committee of the High School Office and Bureau of Educational Research of the Board of Education. A response form was also prepared to standardize and facilitate summarization of these data. Copies of the question-

naire and response forms are found in Appendix B

Procedure

The principal of each of the nine high schools was interviewed by a member of the evaluation staff. Copies of the questionnaire, response form, and a covering letter were sent to the principal at least one week in advance of the interview date.

The target groups were the disadvantaged ninth and tenth graders in the schools. The focus was on the changes which the school had made to accommodate these youngsters, and the purpose of the interview was to discuss more fully the present status of the program and problems confronting the school in dealing with educationally and socioeconomically disadvantaged high school students. In addition, the schools were asked to provide the evaluator with a one-page school profile, as well as printed descriptions of the school organization, curricula, time schedules, bulletins; that is, any materials that would give the evaluator a more complete picture of the school and its activities on behalf of its disadvantaged population.

The interviews, each lasting from one to two hours, were begun during December 1966 and extended to February 1967. Additional visits were also made to the schools to complete data collection.

Findings

1. Ethnic Trends

One of the objectives of the high school grade reorganization plan was to "achieve better ethnic distribution in the public high schools of New York City." Ethnic census data collected by the Board of Education during the past five years were analyzed to determine the ethnic trends, both citywide[1] and in the sample schools. These are found in Appendix A.

In the past five years there has been a continuous decline in the percentages of (O) "others" mainly whites and a corresponding increase in the percentages of "Negro" (N) and "Puerto Rican" (P.R.) students citywide and in the sample vocational and academic high schools.

a. Academic High Schools

The citywide data for all academic high schools showed a decline of "others" by 15.7 per cent - (from 81.3 per cent in 1962 to 65.6 per cent) in 1966; and a corresponding increase in the percentage of minority students who increased from 18.7 per cent to 34.4 per cent. The Puerto Rican population doubled, rising from 6.2 per cent to 12.6 per cent and the Negro percentages rose from 12.5 per cent to 21.8 per cent over the same period of time.

In the six academic high schools comprising the sample, "others" declined by 21.8 per cent-(from 90.5 per cent to 68.7 per cent).

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[1] Citywide ethnic data were obtained from the Bureau of Educational Program Research & Statistics in its publication "Special Census of School Population, October 21, 1966 Summary Tables." (New York: Publication No. 286, P.S.N. 370, February 1967) p. 6.

Negroes increased 17.3 per cent-(from 7.9 per cent to 25.2 per cent); Puerto Ricans increased 4.5 per cent-(from 1.6 per cent to 6.1 per cent).

The net changes in the citywide and sample populations were compared. The Puerto Rican percentages increased about 2 per cent more citywide than in the sample schools; Negroes increased almost twice as much in the sample schools as in the citywide schools; and "others" grew by 6 per cent in the sample than in the citywide schools. Today, approximately one out of every three students in the academic high schools is either Negro or Puerto Rican.

b. Vocational High Schools

In the vocational high schools over the five-year period, the citywide decline in "others" was 12.4 per cent and in the sample it was 15.9 per cent. In 1962 the citywide percentage of "others" was 54.0 per cent and in 1966 it fell to 41.6 per cent. The corresponding percentages in the sample schools were 47.0 per cent in 1962 and 31.1 per cent in 1966. For Negroes, the citywide percentages rose from 24.5 per cent to 29.9 per cent for an increase of 5.4 per cent, while the sample schools gained 5.8 per cent, rising from 24.3 per cent in 1962 to 30.1 per cent in 1966. The Puerto Rican population grew from 21.5 per cent to 28.5 per cent for an increase of 7 per cent while the sample schools showed an increase of 10.1 per cent - (from 28.7 per cent to 38.8 per cent). The net change in the sample schools was a gain of 15.9 per cent minority students, rising

from 53.0 per cent to 68.9 per cent.

c. Individual Schools

The ethnic trends in each of the six academic and three vocational high schools were also considered and these data are presented in Appendix A.

Five years ago, in 1962, five of the six academic high schools were segregated white schools, that is, at least 85 per cent of the students in each of these schools were white. In 1967, there were no segregated white schools; the highest was 81 per cent (School "M") and the lowest 54 per cent (School "E"). The greatest decline in white students over this five year period was 31 per cent (School "W"); the smallest decline was 13 per cent (School "J"). The greatest increase in Negroes was 24 per cent (School "C") while the greatest increase for Puerto Ricans, was 13 per cent (School "W").

It was noted that except for one school ("C"), there was very little change in ethnic composition from 1965 to 1966; a leveling off tendency was observed.

The three vocational schools in the sample, in 1962, had 60 per cent, 41 per cent, and 40 per cent "others" students respectively. By 1965 "others" had declined to 37 per cent, 24 per cent and 32 per cent respectively. In school "G", the Negro and Puerto Rican populations increased by approximately the same percentages, 11 per cent and 12 per cent respectively. In the other two vocational schools the percentages of Puerto Ricans grew faster than that of Negroes

and constituted the largest group in the total school populations.

2. Integration and Desegregation

As was shown previously, the ethnic trend in all high schools was toward an increase in Negro and Puerto Rican students and a decrease in others. This tendency was accelerated by the ninth grade transfer plan which not only increased the size of the entering ninth grade classes, but also altered its ethnic composition as compared to previous entering classes. In the ninth grade last year, and in both the ninth and tenth grades this year, all schools attempted to maintain academic standards in all areas while adapting standards in some areas to meet the needs of disadvantaged students lacking the educational achievement to enter the "normal" academic tracks. The remedial classes organized to provide compensatory educational opportunities for these youngsters tended to be segregated, since subject class placement was generally based on educational ability and/or achievement. Remedial and general track classes had a disproportionate number of Negro and Puerto Rican students as compared to commercial and general classes.

At the same time, some curricular activities were specifically designed to foster integration. These included classes in homerooms, guidance, social studies, art, and health education. Extracurricular activities sponsored to encourage and further integration included Human Relations clubs, athletic teams, musicals, freshmen and sophomore rallies, parent and student orientation meetings, Leadership

clubs, Boosters, Cheerleaders, Forum Clubs and G.O.

The vocational schools which had a better ethnic balance from the start and more experience with disadvantaged minority students, reported that both the homerooms and subjects classes were, with few exceptions, well integrated. However, in extracurricular activities, Negro and Puerto Rican students predominated. In the school cafeteria, students tended to seat themselves along ethnic lines.

3. Ethnic Distribution Among Personnel, Parents and Student Leaders

Data were obtained for the present ethnic composition among student leaders, school personnel (such as school aides and volunteers), custodial staff, parent association leaders, and parent association membership. These data are presented in Appendix A.

With few exceptions, the ethnic distribution among the student leaders, school aides, custodial staff, and parent association leaders in the selected academic high schools lagged behind that of the school population. The reasons advanced by school administrators for this discrepancy were as follows: the lack of interest on the part of minority parents and students, relative newness of Negro and Puerto Rican ninth and tenth graders, the fact that most student leaders were drawn from the higher classes in the school which were predominantly white. Distance from school also cut down involvement by both students and parents of ninth and tenth graders.

On the other hand, in the three vocational high schools, the student leadership compared favorably with the total school population.

In all the other areas - school aides, custodial staff, parent association, leadership - there was a reversal in percentages as compared to the school population.

4. Overcrowding

Problems related to overcrowding continued to plague the high schools. There was a growing shortage of classroom space created by a general reduction in class size as well as by the increased number of small remedial subject classes for disadvantaged students. Schools lengthened the school day, and in some instances, double and triple sessions were instituted. The number of lunch periods were also increased in many schools and for some students, the lunch period was eliminated altogether. Extracurricular activities for ninth graders were seriously curtailed or made impossible. Extra patrols were created, and follow-up of truancy, cutting, and petty thievery seriously cut into the time of teachers, school secretaries and other staff members. Lunchrooms, auditoriums, office space, and specialized rooms such as shops were converted to classroom use. As one administrator put it, "We are learning to live in cramped quarters and it hurts." Administrators and supervisors expended much of their time and energy in logistics and finding places for teachers with a resultant reduction in time and energy for purely educational problems.

As a result of overcrowding and the double and triple sessions, the lives of the ninth grade transferees have been seriously affected.

They came to school late in the day and left late in the afternoon, and some tended to get into difficulty during the hours before school started - either in their home areas or in the school neighborhood. This resulted in school officials being confronted by neighbors objecting to students loitering near their homes.

Double and triple sessions have made physical integration very difficult with the result that many have left segregated junior high schools only to find de facto segregation in their afternoon classes.

a. Utilization Trends

The effect of the transfer plan on the population of the schools- and therefore the resulting degree to which the school buildings were utilized - was also explored. Utilization percentages for the past five years, both citywide and in the sample schools, were obtained and analyzed. (These data were provided by the Bureau of School Planning and Research of the New York City Board of Education covering the period from 1962 to 1966 inclusive, and are found in Appendix A.)

b. Academic High Schools

From 1962 to 1965, the citywide utilization percentages for the academic high schools were fairly constant, ranging from 112 to 118 per cent; in 1966 it rose to 124 per cent. The sample academic high schools fell within this citywide range until 1964 but in 1965, the utilization percentages increased to 132 per cent and in 1966 it was 135 per cent. These two increases reflect the effect of the transfer plan which created larger incoming ninth grade groups. In 1965,

all six of the schools showed an increase in utilization, ranging from 102 per cent in school "C" to 172 per cent in school "M". In 1966 (except for school "C") the academic high schools showed only a slight difference from the previous year; the range being from 114 per cent in school "E" to 177 per cent in school "M". In school "C" however, utilization increased by 20 per cent.

Citywide, the vocational high schools remained fairly constant. The per cent of utilization averaged 100 per cent, the range being from 98 per cent to 104 per cent. It was found that between 1962 and 1965, the average of the three sample vocational schools presented no particular pattern; the highest percentage was 124 per cent in 1962, the lowest 103 per cent in 1964. In 1966, the combined average was 113 per cent. The same lack of trend in utilization percentages was reflected in the individual vocational high schools by these data. For example, school "W" had the highest percentage (143 per cent) in 1962, yet in 1964 it had the lowest (83 per cent).

It was quite clear from this analysis that the citywide academic high schools experiencing the greatest amount of overcrowding during the past five years, and that the sample academic schools were even more overcrowded. Generally, the vocational schools were about 100 per cent utilized citywide and while the sample vocational schools were overcrowded, they were not as overcrowded as the academic high schools.

5 School Organization and Administration

The evaluation of current school organization and administrators

was conducted by means of interviews and questionnaires with school principals and staff members who were also called upon to provide supplementary information to the evaluation staff member conducting the interview. These covered (a) need for additional personnel, (b) adequacy of facilities, (c) changes in personnel and in school facilities, and (e) administrative adjustments in connection with the disadvantaged students admitted to the school in the past two years from truncated segregated junior high schools.

It should be pointed out that generally, the number of disadvantaged students from segregated truncated junior high schools was approximately double that of the previous year. Last year's ninth graders were now in the tenth grade, and the current ninth grade class, consisting of students entering from the same junior high schools, was to be considered.

Despite this growth in the rumber of disadvantaged students, there was no proportional increase in funding to obtain additional teaching personnel and materials. Last year's funding was recycled for this year's needs. However, in February 1967, 100 additional positions were added for guidance and remedial work; 75 for the academic high schools and 25 for the vocational high schools. Of these, seven went to the sample academic high schools and four to the vocational high schools.

a. Need for Additional Personnel

The principals of all nine sample high schools emphasized the

need for additional personnel to handle the increased number of classes- especially teachers trained for remedial classes. The increased number of disadvantaged students in the schools, some of whom have serious emotional and personal problems, required additional guidance services and personnel. Among the most common needs are more full-time counselors, more psychological and psychiatric services, and more health services. Specialists in remedial arithmetic, as well as remedial reading, were also requested.

At the administrative level, problems of attendance, lateness, cutting, and discipline had multiplied to the point where another administrative assistant, another school secretary, and additional help were urgently needed. One principal summarized the situation as follows: "Unless personnel is adequate for handling of problems, the program will become diluted. Therefore, the disadvantaged students will not receive full benefit, and at the same time, racial tensions in the existing community cannot be alleviated."

b. Need for Additional Facilities

The existing school plants have been taxed to the point of overcrowding due to the increased number of smaller classes, both regular and remedial. There was no shortage of seats, but of rooms - space for the additional classrooms, shops, office and storage space, student lockers, expanded library facilities, guidance offices, work rooms, science rooms, and guidance interview cubicles. These the principals agreed, were the additional physical facilities needed.

c. Changes in Personnel and Facilities

Since additional personnel was not available to deal with the increased numbers of disadvantaged students in the ninth and tenth grades, the schools had to "make do with what they had." The changes in personnel, therefore, were largely in the redeployment of existing personnel; teachers were shifted from regular to remedial classes and to administrative or guidance positions. For example, a teacher was placed on special assignment as a full-time guidance counselor; regular teachers were assigned to remedial and tutorial programs before and after school; a teacher was assigned to the Youth Corps for tenth graders; a teacher was added to the dean's office to assist with discipline problems; others served as a part-time grade advisors, an Educational Opportunities Coordinator, an Attendance Coordinator, a Coordinator of Remedial Reading, and the like. Essentially what was happening was that the personnel originally assigned to assist the incoming disadvantaged ninth graders last year was being used to serve those same students now in the tenth grade as well as the new class of disadvantaged ninth graders.

School facilities overtaxed by last year's expansion of population and classes left little place for change, and the space shortage has continued to grow since more classes have been added for remedial work at the tenth grade level.

d. Administrative Adjustments

The administrative adjustments instituted to deal with the in-

creasing numbers of disadvantaged students in these schools, were mainly a continuation of practices initiated during the previous year and extended to ninth and tenth graders this year. Proportionally, there was more administrative time allotted to the ninth grade and more guidance time for the tenth grade. In some instances, eleventh graders were programmed for the last periods of the day in order to provide better ethnic balance and to avoid a solid ninth grade program for teachers. Smaller class size and extra teaching personnel made it necessary to add a period to the school day. In some schools, new special services were created, such as Educational Opportunities Coordinator and Remedial Reading Coordinator. In all schools, many previously existing services were intensified and extended, such as attendance, cutting, lateness, deans, p.m. session coordinators, and the like. No special training programs were instituted for teachers assigned to new duties.

6. Curriculum Modifications

The changes introduced into the curriculum for ninth and tenth graders over the past two years consisted largely of the augmentation of the number of remedial subject classes. The greatest thrust was in the direction of remedial reading, followed by remedial arithmetic classes. Both of these have been doubled this year (as compared to last year) to keep pace with the number of disadvantaged ninth and tenth graders who were educationally retarded. This modification has created an urgent need for teachers trained in remedial reading and arithmetic.

In some of the academic high schools, a special ninth grade (and this year a tenth grade) track in English, social studies, mathematics, and science was developed for students reading below the sixth grade level. Special classes in English were created to provide additional opportunity for learning basic reading skills. Mathematics was either made a three-semester course, or replaced by Business Arithmetic and/or Arithmetic for Daily Living. A home nursing course for tenth-year girls was introduced, and plans for a new health careers program are in the offing.

The vocational schools have also attacked problems of educational retardation through extensive remedial reading programs. One school extended the time spent in learning basic reading skills; another introduced new reading materials, texts, and programmed instructional materials. In still another, a remedial reading coordinator was created to advise all departments, consult with chairmen, and to conduct informal teacher workshops.

7. Reactions to Evaluation

The majority of the administrators reacted favorably to the evaluation and several made suggestions for improving the procedure. They felt that the evaluation did not indicate the "tone" of their school in the area of student and faculty morale, and thought that the evaluators should spend more time at the school to obtain a better picture of all phases of the school program instituted for ninth and tenth graders. These suggestions were given serious consideration in the

planning of the next phase of the study.

Despite the fact that a few complained that they needed more time to complete the questionnaire, several noted that the evaluation was helpful because it made them pause and reflect on the program over the past two years. It was also hoped that the evaluation might lead to better communication among the schools by affording them the opportunity to learn the best techniques used by the other schools, thus enabling them to strengthen the programs.

Summary of Initial Status

1. The ethnic balance in both the academic and vocational high schools had been improved over the past five years. In the past year, the ethnic composition in the sample schools tended to level off and was about the same as in the previous year, 1965.

2. In the academic high schools, as the result of ability grouping in most subject classes, comparatively little progress had been made in integration, although efforts were being made in this direction.

3. Overcrowding persisted and continued to create innumerable administrative and integration problems.

4. Lack of increased funding in the face of larger numbers of disadvantaged students intensified the need for increased personnel in guidance, administration, and remediation. To meet the increased needs, the schools were compelled to dilute and/or stretch available personnel and services.

5. Curricular changes were slowly being promulgated largely along remedial lines, particularly in reading and arithmetic.

P A R T I I

PROCESS STUDY: PHASE TWO

The second phase of the study attempted to evaluate the plan as an ongoing process, toward the end of its second year as it was implemented in nine selected high schools. The study sought to determine the extent to which the schools were moving toward realizing the aims of the Program. Data were obtained describing the school organization and services, integration efforts, and curriculum modifications which were introduced into these nine schools at the beginning of the second year of the plan in order to meet the needs of disadvantaged ninth and tenth graders.

Findings

The findings are presented as summaries of questionnaire and interview responses of administrators, guidance counselors, department chairmen, classroom teachers, and students.

School Organization and Services

These data were derived largely from the questionnaire for School Administrators.

Questionnaire Responses of the Administrators

The administrators in the nine high schools were asked to compare the disadvantaged ninth graders of last year with those of this year.

They indicated the direction and magnitude of the differences between the two groups for such school-related items as number of "incidents," truancy, lateness, cutting and the like, using a five-point scale on which one was "great increase," three represented "no change," and five showed "great decrease." Copies of the questionnaire appear in Appendix B; a summary of the average responses appear in Appendix A.

An overall summary of the ratings of administrators follow:

Table 1

Administrators' Ratings Comparing Disadvantaged Ninth Graders, 1966 vs 1965

Rating Scale	Great Increase 1	Moderate Increase 2	No Change 3	Moderate Decrease 4	Great Decrease 5	Average Rating
Number	15	67	198	33	5	2.83
Per cent	4.6	21.5	62.3	10.4	1.5	

Table 1 shows that 62.3 per cent of the total number of the ratings for the seventeen items being assessed was "3 - no change," and that the average overall rating was 2.83, which may be interpreted as "no change" for this year's group as compared to last year's. The item showing the greatest increase was lateness with an average rating of 2.53, followed by truancy with an average rating of 2.61.

Administrators reported the greatest decrease was in "Teacher complaints against students" with a rating of 3.26. "Dropouts" was rated 3.21.

The average ratings for individual schools ranged from 2.2 in "C" to 3.4 in the annexes of "H". "C", the school with the greatest ethnic change, reported a great increase in six areas - number of incidents, truancy, lateness, cutting, disciplinary offenses, and immediate community participation.

The ratings were supplemented by the following comments:

> It is difficult to get preventive effective programs with the student body as a whole because of time "wasted" in futilely dealing with 50 to 75 uninterested and uncooperative hard-core cases.
>
> Teachers are willing to work with the group and are earnestly interested in creating curricula and helpful learning situations. Volunteers are available for all new programs. However, the rapid expansion and increase of numbers of those seriously needing help is overwhelming.
>
> Progress is barely seen with one segment after intensive and exhaustive work before the arrival of a new group takes attention from them and the stage of satisfaction or accomplishment is never reached.

"W" deplores the lack of psychiatric services. "T" reports a great increase in truancy in the late session, on the one hand, but a great <u>decrease</u> in dropouts and serious offenses. "H" indicates a great increase in "incidents" and "disciplinary cases."

<u>Responses of Guidance Counselors</u>

The portion of the questionnaire addressed to the guidance

personnel attempted to assess the nature and scope of the services available to disadvantaged ninth and tenth graders (see Appendix B).

Background

Responses were received from 33 counselors in the nine high schools. The numbers of respondents from each of the schools ranged from one to 12, depending upon the organization of the guidance services. Seven counseled only ninth graders; six worked only with tenth graders; three divided their attention between the ninth and tenth graders; 17 counseled students at all grade levels. There were 12 who had been counselors for one to three years, 13 from four to ten years, and five more than ten years; the average was 6.7 years. The number of students assigned to a counselor ranged from 56 to 1,000. It was impossible to determine from the response how much guidance time was devoted exclusively to disadvantaged ninth and tenth graders.

Source of Referrals

About 24 per cent of all the referrals to guidance counselors came from school administrators such as deans, attendance teachers, teachers in charge of lateness, and the like. Slightly less, 23 per cent were subject teacher referrals, only 17 per cent were called in routinely by the guidance counselor, 15 per cent were student self-referrals, 8.7 per cent were referred by home-room teachers, 7 per cent were initiated by parents, and 6 per cent were referred by out-

side agencies.

These percentages varied considerably from school to school and among counselors in a given school depending upon how the counselor saw his function and upon the philosophy and policy of the guidance department.

For example, some counselors interviewed students routinely and saw every student once or twice a year. Others worked closely with subject teachers and presumably their function was related to educational guidance. In school "T", referrals came primarily from one or both of the school administrative assistants. In this school all full-time counselors were assigned to all grade levels.

Problems

The counselors were asked to estimate the change in the amount of time spent in dealing with a dozen problems related to disadvantaged students this year as compared to last year. Using a five-point rating scale in which 1 was "significantly more," 3 "about the same," and 5 "considerably less," the average change was 2.62. This indicates an overall slight increase in time spent with this year's group.

The problems requiring more time in rank order were "school-work" (2.24), "home conditions and emotional disturbance" (2.38), "disciplinary" (2.45),"emotional" (2.49), "financial" (2.66), "pregnancy" (2.73), "parental " (92.74), "health" (2.83).

Other Services

The team assessed other services needed in each school for disadvantaged students by classifying them as adequate (A), inadequate (I), or not available (N). These included employment, stipends, food, clothing, health, and the like. The service receiving the greatest number of "A" ratings was "food," the fewest "sex education." Most inadequate "I" were "sex education," "psychiatric services," and "social services." "N" ratings were greatest for "stipends" and "sex education."

Summary of Administrator's Questionnaire - Organization and Services

School administrators rated the current group of ninth graders about the same as last year's ninth graders for 17 items related to school. The differences reported were slightly more "lateness" and "truancy" and somewhat fewer "complaints against teachers" and "dropouts."

Regarding guidance services, it was the consensus of 33 counselors in the nine high schools that most referrals came from school administrators and teachers. This year's group required slightly more guidance time than last year's, particularly with respect to school work, home conditions, emotional disturbances, and disciplinary problems. Finances, health, and problems with parents were also mentioned.

The areas in which services were either inadequate or not available were sex education, psychiatric problems, social services, and stipends.

Curriculum

Data for evaluating the curricula for educationally disadvantaged ninth and tenth graders were based on questionnaire responses of department chairmen, classroom teachers, student reactions, study of available midyear examinations, course guides, and to some extent on classroom observations made by the evaluators.

Responses of Department Chairmen

The "Questionnaire for Department Chairmen" attempted to assess the organizational, administrative and curricular changes over the past two years, in the English, social studies, science and mathematics departments as they relate to the education of disadvantaged ninth and tenth graders. A copy of this questionnaire is in Appendix B.

Responses were obtained from the 35 chairmen in the nine high schools being assessed. Of those responding, half had been chairmen in their present schools two years or less. Their average previous service as a teacher was 16 years.

Organization and Administration

About 80 per cent of the respondents stated that the department offered special courses for the educationally disadvantaged students. The 20 per cent whose responses were "no" to the above question came largely from the vocational schools where presumably such programs have been in use for some time.

There were over 300 general, remedial and tutorial ninth grade classes and 430 tenth grade classes reported by the chairmen. About two thirds of these ninth grade classes were general and one third remedial. There were less remedial (10 per cent) but more tutorial classes at the tenth than the ninth grade level.

More than 50 per cent of the ninth grade teachers of the remedial classes and 70 per cent of the ninth grade teachers of the general classes had been teaching at least three years. At the tenth grade, almost two-thirds of the teachers of both remedial and general courses had at least three years of experience in remedial, general, and academic classes.

A comparison of the average class size this year with that of last year revealed very slight changes. The ninth and tenth year remedial classes averaged about 20; general, about 26; and academic, 30.

Teacher Selection

Teachers of remedial classes at the ninth and tenth grade levels were selected in essentially the same way. Approximately 35 per cent were volunteers, over 40 per cent were selected by chairmen, and almost 25 per cent by rotation.

Teachers of the ninth and tenth grade general classes were also selected in a similar manner: approximately 18 per cent were volunteers, over 40 per cent were selected by chairmen, and close to 40 per cent assigned by rotation.

Groupings

Two out of three chairmen reported that reading ability was the prime criterion for grouping students both at the ninth and tenth grade levels. Other criteria mentioned were: previous school record by 50 per cent of the respondents, test scores by 30 per cent, and teacher recommendation by 20 per cent.

Homogeneous grouping was reported for academic, general, and remedial classes, particularly in the academic high schools.

Ethnic Composition

The responses revealed that practically all the ninth and tenth grade remedial classes consisted of at least 50 per cent Negro and Puerto Rican students.

There were more ninth grade general classes than tenth grade general classes in which at least half the students were Negro and Puerto Rican. The academic track had relatively few classes at either the ninth or tenth grade level consisting of half Negro and Puerto Rican students, with slightly more at the ninth than at the tenth grade level.

Only half of those responding were able to place late session disadvantaged ninth and tenth graders on office squads (student volunteers serving in administrative and departmental offices), since these students did not have free periods. The squads, on the average, were about 5 per cent Puerto Rican, 20 per cent Negro, and 75 per cent others.

In the 35 departments surveyed, there were fewer than 1 per cent Puerto Rican teachers, about 5 per cent Negro, and 95 per cent white.

Curriculum

Departmental curriculum changes for disadvantaged ninth grade students were introduced for the most part in September 1965, at the ninth grade level, and at both the ninth and tenth grade levels in September 1966.

About two-thirds of the chairmen who responded said they were planning curriculum changes for next year. A few were uncertain and several said "no." Some referred to new state and city syllabi. English departments planned additional remedial reading classes, mathe-

matics departments spoke of modified courses covering two terms of work in three terms.

Curriculum changes were reported more frequently for the ninth than for the tenth grade courses. Most of the changes in both instances were described as "new approaches and new topics" and the others were largely simplifications of existing curricula.

New books had been introduced in courses for disadvantaged students in 90 per cent of the ninth and tenth grades, and new materials in 75 per cent of these grades. The kinds of books and methods mentioned were:

> Programmed books, workbooks with lower reading levels, special work sheets prepared by teachers, texts featuring minority groups, "New World of Literature," individualized reading series, simplified reading pamphlets and workbooks, new texts and self-learning programmed book course, film strips, recordings, workbooks for programmed math, new workbooks for business arithmetic, phonic exercises, self-directing and self- correcting materials.

Workbooks and programmed instruction were mentioned most frequently.

The attempt to discover the number of teachers who were regarded as "successful" by chairmen with disadvantaged students did not produce useful discriminating data for many either did not answer this question, or claimed all or almost all were successful.

However, the following ten were some of the more representative specific techniques used by "successful" teachers which are quoted: These fell into two general categories - (A) personality of teacher, and (B) teaching procedures.

A. Teacher personality and attitude

1. Patience, patience, patience

2. Individual help - sympathetic understanding and patience. Slowing up of tempo of lesson-drawing on pupil experiences
3. Treating students with dignity, assuming they are <u>not</u> unteachable, skill training

4. Patience, avoidance of blind mechanical drill, individualized teaching wherever possible

5. Encouragement - feeling of accomplishment

6. Success is attributable mostly to personality and "style" in teaching. The best teachers stimulate the students chiefly by virtue of their warmth and imagination.

7. Tender loving kindness, constant commendation, teacher self-discipline

8. Rapport with and personal interest in students

9. Understanding the nature of these pupils and their problems. A sympathetic approach while at the same time treating them as equals with others

B. Teaching procedures

1. Small group instruction. Multi-media teaching approaches

2. Use of A.-V. materials. Supplementary text materials prepared. Stress on motivation.

3. Variety of procedures, attention to careful lesson planning, preparation of motivating procedures.

4. Motivation, frequent review, tutoring, student aids

5. Several activities in one period, dramatizations, preparation of special reading materials.

6. Sought literature texts which are more urban oriented, sought to ensure that all activities of the classroom

are related to the concrete and practical current and future needs of the students

7. Interspersing remedial with general curriculum. Covering same material over a longer period of time. Giving pupils a greater amount of individual attention.

8. Careful, slow, sequential development; concretization and avoidance of abstraction; liberal use of audio-visual aids; variety of activities within the period

9. Greater stress on audio-visual aids; more individualized projects and assignments; greater use of school library resource center

10. Emphasis on reading and English.

Assistance

In answer to the question concerning specific assistance given to teachers of disadvantaged students, about half the chairmen either did not answer, or said "none," "does not apply," or gave mere token answers. The positive response often given described frequent individual and group conferences with these teachers. Intervisitation and demonstration lessons, frequent supervision, individual conferences, and discussion at department meetings were listed as forms of help.

These teachers were given a reduced program load, no more than two different kinds of classes, smaller classes, special materials, and help from a reading coordinator.

Qualifications

The question asking whether the teachers of disadvantaged students

at the ninth grade had special qualifications was answered "yes" by 16 chairmen, "no" by 11, and went unanswered by 8. For the tenth grade teachers, 13 chairmen said "yes," 10 said "no," and 12 failed to respond. Special qualifications mentioned were: previous experience either in elementary, junior high school, or other similar groups of students; courses in guidance and human relations; handling of slow learners and teaching of the disadvantaged.

Assistance was received in making curriculum changes by at least half the departments reporting: 18 at the ninth grade and 19 at the tenth grade. The sources listed were either from the school or from the outside sources as follows:

A. From the School

1. Funds for purchase of workbooks
2. Reading Consultant
3. Special scheduling for these students.

B. Outside the School

1. Board of Education - Bureau of Curriculum Research, Bureau of Audiovisual Instruction, Director of Business Education
2. District Superintendents' offices
3. Ford Foundation
4. N.Y. State Department of Education
5. Yeshiva University

Teachers' contributions and participation in curriculum-making and revisions were reported by nearly all the chairmen. The nature of their contributions were described as follows:

1. Adaptation of instruction to needs of students
2. Modification of textbook materials, selection of topics to taught

3. Coordination of teacher's work and preparation of a course of study by grade chairmen.
4. Preparation of calendar of lessons
5. Curriculum modifications based on departmental conferences and decisions.
6. Recommendation of instructional procedure, time allotments, textbooks and other materials
7. Preparation of new courses of study by a committee of teachers.

About two-thirds of the chairmen reported that there was a systematic program for continuous curriculum revisions for the disadvantaged. The remainder either said "no" or failed to answer the question.

About 75 per cent of the chairmen reported that there were no administrative allowances for teachers of the disadvantaged. Eight chairmen indicated that some allowance was made for guidance of and consultation with students, and in one department, for preparation of materials.

Recommendations

The chairmen's recommendations for improving departmental offerings for disadvantaged students included the following:

1. Smaller classes
2. More remedial classes
3. Greater time allowance for teachers and for classes
4. More in-service training of teachers to develop skills
5. A greater variety of teaching materials
6. Special curriculum
7. Outside help in preparing curriculum materials
8. Individualized class instruction

9. Tutorial assistance
10. Double periods of English and reading
11. Text and materials at lower reading levels
12. More visual aids
13. Urban centered materials
14. More flexible scheduling to allow a better choice of experienced teachers.

Assessment

The general estimate by the chairmen of the present departmental offerings for disadvantaged was "good." About half rated the offerings "4" or "good;" nine thought it was "3" or "fair;" four rated it "5" or "excellent." The reasons given for the ratings were:

1. We are doing the best we can considering poor attendance and lack of motivation of students.
2. Some students (from remedial to general or from general to academic), have been programmed for the next higher general track and have been able to maintain themselves.
3. Teachers are very conscientious, working hard and devising worthwhile lessons and materials for these youngsters.
4. Students are interested and show improvement in habits of work and scholarship.
5. There is a high percentage of failure because of truancy.
6. Teachers are experienced, professional, dedicated, and eager to help these students; attitude of the students is better than anticipated.

Transfer Plan

In answer to the question, "Do you think the present transfer plan will achieve quality integrated education?", four chairmen said "yes," ten said "no," eight were doubtful and thirteen did not answer.

One-third offered alternative plans. The responses were as follows:

1. Too fraught with politics to answer.
2. Better equipped and better staffed schools in the children's own neighborhood.
3. This program will help a good deal, but it does not attack problems of personnel and curriculum.
4. Plan appears on a forced basis.
5. We need a wide-ranging extra school program of public relations, advertising, social and community work designed to clarify what education is and its value.
6. Guaranteed annual income.
7. Quality education in the community with all necessary special services.
8. It is difficult at this point to give an honest evaluation of this plan.
9. There are too many complex factors involving student background, Board of Education regulations of purchases, and lack of storage space for materials, that interfere with the goal's achievement.
10. Some way must be found to keep white families from moving away when nonwhites are forced into their areas.
11. Too many students have been programmed emotionally (and sociologically) rather than realistically. Many students need supportive services which we do not have available.
12. Emphasize massive assistance to the community as a whole to increase desire for education.
13. We cannot achieve integrated education or any type of quality education without more personnel and money.

Midyear Examinations and Courses of Study

The request for syllabi currently in use with educationally disadvantaged studies and for copies of current midyear examinations in English, social studies, mathematics, and science yielded an ample supply of materials. These included modified and special syllabi

for slow learners, and remedial and general classes. They provided some evidence of the extent and direction of curricular revisions. The available syllabi, time schedules, calendar of lessons, and department bulletins revealed that concrete efforts were being made to provide educational experiences for disadvantaged youngsters. However, in many instances, these curricula appeared to be diluted forms of the academic or regular course of study. The examinations which were made available reflected this tendency. These materials confirm the need for more drastic and dramatic curricula changes.

Classroom Teachers' Responses

The questionnaire for classroom teachers attempted to anonymously probe the organizational and curricular changes which had been instituted in several major subject departments to meet the problems presented by disadvantaged ninth and tenth graders. The teachers were also asked to compare last year's and this year's disadvantaged youngsters in classroom achievement and performance. Finally, they were also given the opportunity to evaluate the present transfer plan as a means towards achieving quality integrated education. Copies of this questionnaire are in Appendix B.

The questionnaire was distributed to two ninth- and two tenth grade teachers in each of the nine high schools who taught disadvantaged youngsters in each of the following subject areas: English

social studies, science (general science and biology), and mathematics including general math and record keeping. The number of teachers responding to the questionnaire was 125. This represented about a 90 per cent return.

Over 80 per cent (102) of the respondents had been teaching at least three years. More than half of these (70), had some contact with these ninth and tenth graders outside the subject classrooms: as official teachers (30), as club sponsors (14), in tutorial programs (6), as grade advisors (5), and the remainder in at least a dozen different activities, including dean of girls, guidance counselors, lateness coordinator, and athletic coach.

Organization

About 60 per cent of the ninth-grade teachers and 55 per cent of the tenth grade teachers with special classes for disadvantaged students expressed satisfaction with class size. Those who felt that these special classes were too large for effective teaching gave as their reasons that large classes create too many problems and cut down on the individualized instruction these students require.

Special Qualification

When asked about their special qualifications for teaching the disadvantaged, almost half the respondents cited a broad variety of college courses, a third cited previous teaching experiences includ-

ing the junior high school, and the rest listed personal attitudes.

Concerning the special qualifications which they thought teachers of the disadvantaged ought to have, the greatest number of responses were in the area of attitudes such as understanding, sympathy, patience, and sense of humor - similar to those mentioned in the chairmen's questionnaire. Specific skills were also mentioned such as special courses dealing with the slow learner, remedial reading, the disadvantaged, the slums.

Teaching Techniques

In response to the question about the need for special techniques for teaching these youngsters, 80 per cent of the ninth grade teachers and about 75 per cent of the tenth grade teachers answered in the affirmative. It was significant that a quarter of the ninth grade teachers and also half the tenth grade teachers did not answer this question. About fifty different techniques were cited by teachers. The most frequently mentioned were "duplication of special materials," "use of all types of visual aids," "apply materials to their daily lives," and "individualized instruction." In general, the procedures listed were characteristic of good teaching.

New Teaching Materials

About 60 per cent of the ninth grade teachers and an equal per cent of the tenth grade teachers indicated these students were being

provided with new books and materials intended for educationally disadvantaged students. Again about one fourth of the ninth grade teachers and one half of the tenth grade teachers did not respond.

Of those responding, the majority (60 per cent) were satisfied with the change but felt that these materials could be improved both qualitatively and quantitatively. Suggestions for improvement included "simplified books with less words and more pictures; easier vocabulary," "simple books written at high interest levels for mature students," "desperate need for grammar books, workbooks and maps."

It appeared that few teachers volunteered to teach the disadvantaged within the ninth and tenth grade classes. Most were assigned either through selection by the chairmen (34 per cent) or by rotation (25 per cent).

Teachers were almost evenly divided in answering the question, "Are you getting assistance in teaching the disadvantaged?"

The most frequently mentioned sources of assistance were department chairmen (85 per cent). Department chairmen gave encouragement, understanding, advice, discussion, observation, and demonstration lessons. Teachers were helped by their colleagues by group meetings during and after school, buddy teachers, and intervisitations.

Only four teachers (3 per cent) reported that they were receiving some sort of program allowance for teaching the disadvantaged such as no building assignments or four teaching periods.

Evaluation of Curriculum

Teachers were asked to evaluate the present syllabi as meeting the needs of disadvantaged students on a five-point scale ranging from 1 (excellent) to 5 (worthless).

With one-third of the teachers not responding, the average rating for the ninth grade syllabi was 3.6, between fair and poor; the tenth grade syllabi was rated 3.1. The largest number of teachers, about 40 per cent, rated the syllabi for both the ninth and the tenth grades as "poor."

The chief criticisms leveled at the syllabi were "they were not related" to the direct present and future experiences of the students," "too difficult," "geared to the academic track," "too general, vague, abstract," and "too subject oriented."

Far fewer teachers commented on the strengths of the current syllabi. Some teachers, particularly in biology, praised the syllabus as meeting the needs of students, through varied subject matter.

The most important curricula changes suggested by teachers: pay more attention to the life and needs of the students, simplify the content, and cover less material. In science - loosely considered - they asked for units on disease, food, sex, and child care as well as "consumer education."

> Simplify syllabus and cut down on amount of material to be covered.
>
> Add pertinent materials to cover syllabus.

> Build lessons around social aspect of social problems, math problems with social backgrounds. Use of films, trips, demonstration.

About one-third of the teachers said that there were opportunities within the framework of the present syllabus to consider such significant topics as integration, minority group membership, poverty, value of education, and consumer education. The others either said there was no opportunity or did not respond to the question.

Fewer than 20 per cent answered "yes" to the question "Did you contribute to the construction of the syllabus you are teaching?" Teachers who did contribute did so mainly by "adapting materials for the disadvantaged," "shifts in emphasis," "new materials," and "reorganizing material, choice of books, and tracts."

Evaluation of Students

Teachers compared the disadvantaged students of last year with those of this year with respect to nine aspects of classroom performance and achievement. They compared the two groups by rating them on a five-point scale where one was much better, three about the same, and five much worse.[1]

The average overall ninth-grade rating was 3.20 and that of the tenth-grade 3.05. These may be interpreted as indicating that generally there were no great differences between last year's and this

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1. The "Questionnaire for Classroom Teacher" is found in Appendix B.

year's classes of disadvantaged students. The average ratings of the ninth graders ranged from 3.32, "respect for the rights of others," to 3.09,"attitude toward peers." The tenth graders were rated from 3.14, "homework" to 2.84, "discipline."

In their assessment of the transfer plan, less than 20 per cent thought it would achieve quality integrated education, 50 per cent said "No," and 30 per cent did not respond. The majority of the teachers appeared not to favor the plan.

Some alternative plans offered by teachers were:

1. More special services - counseling, psychiatric help, individual remedial assistance, teacher aides.
2. Eliminate overcrowded classrooms and double and triple sessions.
3. Homogeneous grouping based on reading ability.
4. Highly paid teachers, differential for creative teachers.
5. More money to purchase needed materials.
6. Lower achievers should spend an extra year in junior high schools with special teachers in remedial reading and arithmetic.
7. Omit attempt to integrate every class because "quality" is not maintained.

Classroom Observations by Teams of Evaluators

Teams consisting of two evaluation staff members visited one ninth grade and one tenth grade class for disadvantaged students in each of the four selected high schools.

The total register of these 16 classes was 363 and the total attendance was 264; about three-fourths of the students on register were observed. Approximately half were Negro, one-quarter were Puerto Rican, and one-quarter, white.

The team spent approximately 15 minutes in each classroom and assessed eleven aspects of the lesson, including "democratic atmosphere," "teacher-student interaction," and "student-student interaction."

Each aspect of the classroom procedure was assessed by the observer independently, using a five-point scale on which "1" represented "practically non-existent;" "2" - "limited;" "3" - "moderate;" "4" - "great extent:" "5" - "nearly complete:" "0" - "no basis."[2]

Results

The observers found little indifference on the part of teachers and practically no disorderly, disruptive behavior on the part of the students. There was relatively little student-student interaction but a moderate amount of teacher-student interaction. There was little or no basis for determining the degree of interracial and inter-ethnic student acceptance; 60 per cent of the ratings were 0 - no basis.

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2. A copy of the Observational Schedule is found in Appendix B.

Physical integration, the arrangement of ethnic groups within the class, was achieved to a considerable extent.

Comments on Classroom Observations

The observers were asked to make some comments about the classes observed. The following is a compilation of representative verbatim comments:

> The class was slow in getting started. There were no dictionaries in the class. There were no decorations in the room. The poem in the lesson was analyzed before the general meaning was elicited from the class.
>
> The teacher read the poem with great feeling. There was good use of idiomatic expressions, e.g. "hung up," "we'll kick it around." The text was fairly integrated.
>
> The lesson on the square root was basically a textbook lesson. Each answer was repeated by the teacher. There was no relation to reality in the lesson. The teacher had excellent rapport with the class.
>
> When will the students ever use the information developed in this class? Why wasn't the class devoted to consumer math? Instead of simple arithmetic on the month of February, why not give the students lessons on the interest rate when buying on time, loans, advertising, handling money, etc.?"
>
> The remedial reading lesson was based on a list of words distributed to students. The students were required to use the list for writing sentences. The teacher was extremely warm and circulated through the room giving students individual attention.
>
> The teacher giving the remedial reading lesson used the room on a part-time basis. Literature suffered due to the nature of the workbook type lesson.

The lesson was an open-book lesson consisting of reading from the text sentence by sentence. There was an overwhelming feeling of apathy. Almost all the questions were fact recall. The students sat at typewriters although the subject was clerical practices. Although the entire class was Negro and Puerto Rican, the textbook did not contain one picture of Negroes and Puerto Ricans. There was a good deal of petty teacher discipline, e.g., "Stop chewing gum," "If you put your books in the back they wouldn't fall off your desk."

Students called out and got up to leave the room with out permission. The students read orally and vocabulary words were discussed in context.

The teacher repeated answers and relied on volunteers.

Efficient teaching. Not enough pupil participation. The teacher was enthusiastic with a sense of humor.

The teacher talked more than all the pupils put together. He repeated and summarized answers. All judgments were made by the teacher. No socialization.

It was a better than average lesson. The teacher used an imaginative approach.

The teacher used visual aids showing various birds in this remedial reading lesson. The students were asked to read paragraphs about the birds and fill in information on a master chart. Why couldn't the teacher use topics closely related to the lives of the students? There was no motivation. The aim was to read for details. When would a pupil be required to use this information?

The lesson was fact-recall. There was no motivation. The textbooks were quite old and falling apart (one was stamped 1/18/41). The lesson was completely teacher dominated. Questions were thrown out in rapid-fire fashion. There was no student conceptualization, no comparison, no relationship to problem solving or to the life of the student.

> This was basically a question-answer lesson not related to the lives of the students. Student names were called at the end of questions without waiting for volunteers. Teacher gave the answer many times.
>
> The material was diversified in accordance with different student ability levels.

Student Questionnaire Responses

To obtain student reaction to the school and the Transfer Plan, an anonymous student questionnaire was administered by a member of the evaluation staff to the special ninth and tenth grade classes in English and mathematics for educationally disadvantaged students. These were the same classes visited by the observation team of evaluators in four selected high schools.

There were 363 on register and approximately 75 per cent were present when observed. Half were Negro, one-quarter Puerto Rican, and one-quarter white. Practically every class was at least 50 per cent Negro and Puerto Rican, and many classes were completely segregated.

Educational Plans

More than half (58 per cent) planned to make high school graduation the terminal point in their education; a third (34 per cent) aspired to college; and only two students said they planned to drop out.

In the academic high schools, 44 per cent of the boys and about 20 per cent of the girls were college-bound. In the all-boys vocational high school, about 36 per cent planned to go to college - unrealistically, considering the programs they were generally following.

Occupational Plans

Approximately 75 per cent of the students made an occupational choice which could be classified. Two-thirds of these were in three occupational groups. The first choice was "clerical" (24 per cent), followed by "skilled" (22 per cent), and then "professional and technical" (19 per cent). The large majority (84 per cent) of vocational school students selected "skilled" groups.

As compared to the percentage distribution of the various occupational groups in the United States civilian labor force, the students had a higher percentage in the three major groups given above. They had a smaller percentage in the semi-skilled, proprietor, manager, and service worker groups.

Courses Pursued

About half (53 per cent) were pursuing a general course, a quarter an academic course, and 15 per cent a commercial course. There were slightly more boys than girls in the academic track (20 per cent as compared to 18 per cent) and twice as many ninth year boys (33 per cent) as tenth year boys (16 per cent).

School Rating

More than half (53 per cent) rated their present high school "good" or "excellent;" a third thought it was "fair," and 13 per cent considered it "poor." Ninth graders tended to rate the school slightly higher than tenth graders.

Only one-third or 35 per cent of the students in school "C", gave positive ratings to their school, as compared to the average of 56.7 per cent for the other three schools. There was little difference between the school ratings given by boys and by girls.

Choice of School

Three out of five students (61 per cent) indicated that if they were to do it over again, they would choose the same high school, and one out of three (36 per cent) would elect to go to another school. Of those presently in an academic high school, about one-third (37 per cent) would select another academic high school slightly more than one-fourth (29 per cent) would prefer a vocational school, a few (6 per cent) would choose parochial school, and 29 per cent did not respond.

The vocational school student presented a slightly different picture. More than half would want to attend an academic high school (58 per cent), 18 per cent another vocational high school, 9 per cent parochial school, and 15 per cent did not answer.

Evaluation of School Subjects

Students were asked to indicate the school subject they (a) liked least (b) liked most (c) found easiest, and (d) found hardest. There was considerable overlap and disparities in their choices indicating the extreme diversity among these students in assessing their school subjects. English and science were chosen as least liked, mathematics best liked and easiest, and science as hardest. However, in the analysis of percentages passing each major subject, mathematics had more failures than any other subject.

Subjects Students Would Like to Take

Although there were many subjects that students wanted to take, the three mentioned most frequently were typing (particularly by the ninth graders), foreign language, and stenography.

Student Self-Image

Using a five-point rating scale on which "1" represented "greatly improved," "3" - "no change," and "5" - "much worse," students assessed the extent to which their school experiences had changed their self-image with respect to ten items including "1""realizing the need for school,""2" - "desire to get ahead," and the like (see Appendix B).

Ninth and tenth graders registered the greatest improvement in "10" - "desire to do well in school," with average rating scores of 1.65 and 1.78 respectively, and the least improvement in "8" - "helping others in class," both with an average rating of 2.21.

Ninth and tenth graders differed most widely in the extent to which school influenced them "in realizing the need for schooling," "self-confidence," and "doing the best you can." In each instance the ninth graders felt that they showed more improvement than the tenth graders.

For the two groups combined, "desire to do well in school" showed the greatest improvement, 1.71, followed by "desire to get ahead," 1.82.

For all scores and all groups combined, the overall rating was 1.97 - "somewhat improved." Thus, in general, the students expressed a "somewhat improved" self-image based upon their school experiences.

Participation in School Activities

Relatively few of the transfer students participate in extra-curricular activities. About 16 per cent reported that they attended school dances, 13 per cent were on athletic teams, 9 per cent on clubs, 9 per cent on squads, and 3 per cent in student government. In general, tenth graders were somewhat more active than their ninth year

schoolmates. The prime reasons given for nonparticipation were "live too far from school," "takes too much time," and "late session."

Integrated Schools

Students were about equally divided in their opinion about how important it was to attend an integrated school. Thirty per cent thought it was "very important," 32 per cent "important," 28 per cent "not important," and 10 per cent did not respond. Several of the students who responded "not important," in giving reasons for their replies revealed that they were white. (In assessing these replies, it should be remembered that one-fourth of the respondents were white.) The only significant difference among the responding groups was the difference between the tenth grade girls and boys: 76 per cent of the girls as compared to 42 per cent of the boys, thought it was "very important" or "important" to attend an integrated school.

The spectrum of reasons given for the answers ranged from what appeared to be black nationalism to white chauvinism. However, the majority opinion of those favoring integrated schools was that it promoted better human relations by "getting along with others," and by "getting to learn about people."

The main reasons given by those who thought it "not important" to attend an integrated school were: "doesn't matter to me," "color

is not important," and "just interested in a good education." Twenty one per cent did not offer an explanation.

Aspects of School Liked Least and Liked Best

The aspects of the schools that students liked best were: the teachers and teaching (24 per cent) and the subjects (18 per cent). About 75 per cent of these latter responses, most of which were from school "G", were shop or shop subjects.

Those aspects of the school liked least pertained to school policy (39 per cent), particularly late session and other aspects including rules and strictness regarding smoking, clothing, lateness, and the like. Teachers and teaching were chosen by 18 per cent and 9 per cent criticized physical aspects of the schools.

Proposed Changes

Students were asked what changes they would make in the school if they were principals. The majority mentioned changes in school policy (56 per cent), and improvement of physical conditions (8 per cent), teachers (6 per cent), cafeteria and food (6 per cent). About 14 per cent either did not respond, suggested no change, or had none to suggest.

P A R T I I I

STUDENT PERFORMANCE

Among the objectives of the High School Grade Reorganization Plan were: "to diminish the number of dropouts by providing courses that are consistent with the pupils' ability and need" and "to improve the academic achievement ... of all students."

Student performance was defined in terms of attendance and turnover percentages, academic records as indicated by number and kind of major subjects passed, and gains in reading comprehension as measured by citywide testings.

Assessing student performance was conceived as a means of determining the extent to which the Grade Reorganization Plan improved the performance of disadvantaged students in six academic and three vocational high schools.

It was not the purpose of this evaluation to make comparisons between the academic and vocational high schools. In presenting data, the records of the two groups are given both separately and averaged as a matter of convenience and not comparison.

This separate but parallel approach is supported by the nature of the analysis which makes no distinction between academic, commercial, general, or remedial courses.

Samples of Students

Three samples were selected to evaluate the performance of the disadvantaged ninth and tenth graders in the six academic and three vocaticnal high schools. The following is a brief description of each sample. Additional data describing the size, sex distribution, and ethnic composition of the three samples are found in Appendix A.

Sample 1 - Current Ninth Grade Group

This sample consisted of a random selection of one-half of the ninth graders in the nine sample high schools. They came to these schools in September 1966, from the same or ethnically comparable junior high schools as did last year's ninth graders (those in Sample 3).

There were 821 students in the sample, 508 from academic and 313 from vocational schools; 43 per cent were boys and 57 per cent were girls. Ethnically, there were 34 per cent Puerto Rican, 67 per cent Negro, and 2 per cent "others."

Sample 2 - Tenth Graders from Junior High Schools

In this sample were all those disadvantaged tenth grade students attending the nine sample high schools who came to these high schools as tenth graders from the same or ethnically comparable junior high schools as those in Sample 3. They spent their ninth grade in a junior high school.

There were 475 students in this sample, 209 from academic and 266 from vocational high schools; 36 per cent were boys and 64 per cent were girls. Among them were 42 per cent Puerto Rican, 52 per cent Negro, and 6 per cent "others."

Sample 3 - Tenth Graders from High Schools

This group consisted of (a) most of the disadvantaged students who were included in last year's study, and (b) a random sample of one-half of the disadvantaged students who were transferred from truncated junior high schools into the vocational high schools as ninth graders. All the students in the sample spent their ninth year in the high schools and remained in the high schools as tenth graders.

There were 1018 tenth graders in the sample, 757 from academic and 261 from vocational schools; 48 per cent were boys and 52 per cent were girls. The ethnic composition was 26 per cent Puerto Rican, 70 per cent Negro, and 4 per cent "others."[1]

Data

The student data were obtained from official school records and

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1. See The Four-Year Comprehensive High School, Center for Urban Education, 1966. Only six of the seven academic high schools in last year's study were used. One school was not used because its Negro population was essentially middle-class and was therefore deemed not to be within the purview of this study. Several students in the original sample who did not stem from disadvantaged backgrounds and/or come from special service junior high schools were eliminated from the current sample.

transcribed to a Student Data Card prepared for each student selected for this study. (A copy of the Student Data Card is found in Appendix A.)

The data collected included identifying information, grade equivalents on Metropolitan Reading Tests for October and April, course of study (general, commercial, or academic), major subjects passed and failed, and attendance.

Comparisons were made between:

a. ninth graders of last year (Group 3) and ninth graders of this year (Group 1);

b. tenth graders from junior high schools (Group 2) and tenth graders from high schools (Group 3);

c. reading scores of ninth graders in four sample high schools in Sample 1 were compared with the reading scores of ninth graders in four ethnically comparable junior high schools.

Transfers Out of Schools

In analyzing the characteristics of each of the three groups, the number of students transferring out of the schools and their destinations was studied. These data are summarized in Appendix A.

There were relatively few students in Samples 1 and 2 who left the school during this past year: 5 per cent and 2 per cent in these groups respectively. The percentage of known dropouts in Sample 1 was 2 per cent and in Sample 2, 1.7 per cent.

Sample 3 vocational schools also lost few students, 5 per cent of whom were known as dropouts.

Attendance Records

Attendance is a fair indication of a student's attitude toward school. Hence the attendance records of the students in the three samples were analyzed and compared. A complete summary of attendance is found in Appendix A.

In all samples, the attendance rates were significantly better in the first than in the second half of the school year. Vocational school attendance was better than that of the academic school students (25 per cent absence as compared to 10 per cent).

In Sample 1, the percentage of academic school students absent 40 or more days was more than twice that of vocational school students.

In Sample 2, attendance in the academic and vocational schools was about the same for the first half of the year, but in the second half, absence in the 20+ days category was twice as great among academic students.

In Sample 3, 20 per cent of the academic students had no recorded attendance data. These were largely the "dropouts" who failed to report to school in September 1966. In addition, 18 per cent of academic students were absent at least 40 days during the school year as compared to 17 per cent for Sample 2. The vocational school students in Sample 3 contained over 10 per cent absent at least 20 days. These percentages closely paralleled those of the vocational students in Sample 1. Furthermore, the attendance in

The greatest decline was sustained by the academic schools in this sample; 27 per cent were lost. Of these, 8 per cent transferred to other academic high schools, 5 per cent were discharged out of the city, and 9 per cent were known dropouts.

This is the group being studied longitudinally and for whom there are data for last year. In the follow-up study this year, students who left the school between June 1966 and September 1966, or who failed to appear in school in September 1966, could be identified. Comparable data were not available for the vocational schools in Sample 3 or for the other two samples.

Course of Study

The evaluators dealt with two questions concerning the course of study followed by disadvantaged students.

1. Which track do these students follow in the ninth grade, in the tenth grade, in academic and in vocational schools?
2. What changes in course of study occur from grade to grade, and from school to school?

The distribution of students according to the course of study (track) was determined. These are summarized in Appendix A.

In Sample 1, among the ninth graders in academic high schools, two-thirds are in the academic and one-third in the general track. Practically all the vocational students were following a general course. In the second term, there were very few changes in track.

The academic tenth graders in Sample 3 showed a distribution

similar to that found among academic ninth graders; twice as many were in the academic as in the general track. However, 7 per cent of this group elected the commercial track. In the vocational school, 54 per cent were in general and 41 per cent in the commercial tracks. During the second term, about 6 per cent of the academic students left the academic course, shifting to the general and commercial tracks. In the vocational schools there were practically no changes in track during the second term.

The academic population in Group 3, last year's high school ninth graders, presented a track distribution unlike that found in the other two groups. Forty per cent were academic, 53 per cent general, and 7 per cent commercial. This distribution did not change very much during the second term.

However, among the academic tenth graders in Sample 3, as compared to their counterparts in Sample 2, there were 20 per cent less students in an academic program and 20 per cent more students in a commercial track. This difference in academic track may be ascribed to the greater screening that occurs when a disadvantaged student spends the ninth grade in an academic high school rather than in a segregated junior high school.* The shift of the academic students observed in Sample 2 out of academic and into the general and commercial tracks during the second term would appear to support the screening effects.

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* The screening effect may also explain the 26.5 per cent difference between the academic track enrollment of Sample 1 and Sample 3 students.

Sample 3 was significantly poorer than that in Sample 2.

Academic Achievement by Major Subjects

A more intense assessment of academic achievement was undertaken by determining how well students performed in each of the major school subjects. Since ninth and tenth graders in high school usually take English, social studies, mathematics, and science, emphasis was placed on achievement in these subjects. The fifth major varies considerably among schools and tracks. Nevertheless, the percentages passing other major subjects were also determined.

Detailed summaries of academic performance in English, mathematics, science, social studies, and other major subjects are presented separately and found in Appendix A.

A summary of the percentages of students in the three samples passing English, mathematics, science and social studies, appears in Table 2.

Table 2 shows the achievement pattern previously noted: vocational students do better than academic students, and the end-year results are generally better than midyear results.

English

The percentage of students in the three samples that passed English in June 1967, were fairly uniform: 76 per cent in Sample 1, 81 per cent in Sample 2, and 79 per cent in Sample 3. The

TABLE 2

SUMMARY OF ACADEMIC ACHIEVEMENT OF DISADVANTAGED STUDENTS
BY MAJOR SUBJECTS

	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
Sample	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
English									
1/67- Total	602	313	915	211	264	475	657	256	913
% Pass	69.4	85.6	76.4	71.9	90.5	82.4	73.3	84.3	77.7
6/67- Total	553	294	847	201	257	458	599	248	847
% Pass	70.0	84.3	76.3	71.1	90.2	81.2	70.2	91.0	78.5
Mathematics									
1/67- Total	446	311	757	144	265	409	356	256	612
% Pass	53.6	84.2	66.0	46.5	78.1	67.5	50.6	77.8	62.1
6/67- Total	433	305	738	131	253	384	313	252	565
% Pass	55.2	83.3	66.4	50.4	88.5	76.0	54.0	86.1	66.4
Science									
1/67- Total	501	310	811	173	263	436	495	256	751
% Pass	63.9	87.4	71.9	50.3	88.6	73.4	60.8	84.0	68.7
6/67- Total	471	303	774	155	255	410	447	249	696
% Pass	67.3	87.4	76.5	62.6	92.5	81.2	64.2	86.7	73.3
Social Studies									
1/67-Total	486	312	798	104	21	125	389	14	403
% Pass	63.4	76.3	68.4	63.4	95.2	68.8	63.8	50.0	63.3
6/67- Total	457	302	759	133	21	154	388	11	399
% Pass	65.4	80.0	71.5	52.6	76.2	55.8	66.0	36.4	65.2

successful academic students in each of these samples were almost the same, 70 per cent, 71 per cent, and 70 per cent respectively. The corresponding percentages for the vocational groups in each sample were higher, 84 per cent, 90 per cent, and 91 per cent. Students achieved greater academic success in English than any other major subject. The findings are consistent with the performance of last year's ninth grade group.

Mathematics

This was the most difficult major subject, particularly for the academic students in each sample. About half these students passed mathematics in June 1967, 55 per cent in Sample 1, 50 per cent in Sample 2, and 54 per cent in Sample 3. The corresponding percentages in the vocational groups were 83 per cent, 89 per cent, and 86 per cent. It must be pointed out that academic students tended to take academic mathematics and vocational students, general mathematics. The percentages passing general mathematics were considerably higher than those passing academic mathematics.

It was interesting to note that this year's academic ninth graders, in Group 1, and last year's ninth graders, in Group 3, achieved exactly the same passing record: 66.4 per cent.

Science

The achievement in science tended to parallel that in English.

The end-of-year record averaged about 75 per cent successful students: 77 per cent in Sample 1, 81 per cent in Sample 2, and 73 per cent in Sample 3.

In June, the academic group in Sample 1 had slightly more passing than the corresponding groups in the other two samples: 67 per cent as compared to 62 per cent and 64 per cent. This year's ninth graders did slightly better than last year's in June: 67 per cent as compared to 64 per cent.

Social Studies

As compared to the other major subjects, there were considerably fewer students taking social studies, particularly in Samples 2 and 3. It was found that tenth graders in vocational schools and in commercial tracks in academic schools generally do not take social studies. This cut Sample 2 down to about 150, and Sample 3 to 400, particularly the number of vocational students in each sample.

In Sample 1, 65 per cent of the academic students and 80 per cent of the vocational students passes social studies in June 1967. Since there were so few vocational students in the other two samples, only the achievement of the academic student was noted. The percentages passing social studies were 53 per cent in Sample 2 and 66 per cent in Sample 3.

Other Major Subjects

The fifth major included foreign language, shop, and business training for ninth graders. Tenth graders, in addition, chose among

the following: elective arts, technical electronics, stenography, bookkeeping, record keeping, clerical practices, distributive education, and business training.

The greatest number of students were taking foreign language as a fifth major, but mostly in the academic high schools. Here 70 per cent in Sample 1, 70 per cent in Sample 2, and 65 per cent in Sample 3, passed language.

Number of Major Subjects Passed

A criterion used to estimate the academic performance of the ninth and tenth graders in the three samples was the number of major subjects passed. No distinction was made between academic, commercial, general, or remedial courses, or the number of subjects a student carried in his school program. For purposes of comparison, the following categories were established based on the number of major subjects passed.

Excellent (E) - passed all major subjects
Good (G) - passed all but one major subject
Fair (F) - passed two or three major subjects
Poor (P) - passed only one major subject
Very poor (VP) - passed no major subjects

Final marks for the January and June 1967 school terms of the academic and vocational school students in each of the three samples were obtained from the school records. These are presented in Appendix A An attempt was made to answer the following questions:

1. How did the achievement of ninth and tenth graders in the academic and vocational schools compare?

2. How did the academic performance of current ninth graders compare with last year's ninth grade group?

3. How did tenth graders from junior high school (Sample 2) compare with tenth graders in the sample who were in the high school last year (Sample 3)?

Results

Group 1 - Current Ninth Grade Sample

The end year achievement of both the academic and vocational school students was somewhat better than the mid-year record. The students with excellent records in the academic schools increased from 35 per cent to 41 per cent; in the vocational schools they increased from 64 per cent to 73 per cent. Students with very poor records were more frequent among academic than vocational school students; in June they constituted 17 per cent of the former and 11 per cent of the latter. About two-thirds of all ninth graders passed all or all but one major subject and about 13 per cent passed none at the end of the school year.

The record of last year's ninth graders was substantially like that of the current group of ninth graders. There were about 40 per cent with excellent records and 12 per cent with very poor achievement. This finding confirms the opinion expressed by administrators and teachers who said that the two groups were very much alike in their performance inside and outside the classroom.

Group 2 - Tenth Graders From Junior High Schools

The achievement pattern of this group was similar to that of their ninth grade counterparts. The June records were better than those in January and the vocational school group received higher marks than their academic school classmates. Excellent reports were made by 24 per cent of the academic students in January and by 30 per cent in June; the corresponding percentages for the vocational school students were 64 per cent and 75 per cent. Failing all major subjects, there was an increase from 10 per cent to 17 per cent among the academic students and 2 per cent to 3 per cent among the vocational school students. About 72 per cent of all students achieved either excellent or good records and about 9 per cent very poor by June.

Group 3 - Tenth Graders in High School Last Year

This group exhibited the same trends as the others but to a lesser extent. Excellent reports were found among 32 per cent and 34 per cent of the academic students in January and June respectively; vocational school students in this category were 63 per cent and 69 per cent, twice as many. Very poor showings in June were made by 13 per cent of the academic and 6 per cent of the vocational students. Broadly speaking, Group 3 in the academic school did slightly better than Group 2, but Group 2 in the vocational school might be regarded as slightly better than those in Group 3.

Reading Achievement

The citywide testing program in reading provided additional data for evaluating student achievement. The Metropolitan Reading Achievement Test, Advanced Form A, was administered to all ninth and tenth graders in October 1966, and another form of the same test was given six months later in April 1967. The mean grade equivalents in reading comprehension on each of these tests and the gains between tests were used as the basis for measuring and evaluating achievement in reading in the three samples of students.

Results

A summary of the reading test results for all the students in the three samples who took either one or both of these tests is found in Appendix A.

Paired Reading Score Analysis

In order to minimize the effects of transiency on the test performance of disadvantaged students, an analysis was made which involved only those students with reading scores for both tests. By including only such students in the samples, the effects of the program on reading achievement could be more accurately evaluated. The mean reading scores for the academic and vocational school students in each of the three groups for October and April and the gains made between these tests are summarized in Table 3.

TABLE 3

COMPARISON OF MEAN READING GRADE EQUIVALENTS
FOR THREE SAMPLES OF DISADVANTAGED
HIGH SCHOOL STUDENTS

Sample No.	School	Student No.	October 1966	April 1967	Difference Apr.-Oct.		"t" Values Samples 2 & 3 Oct.	April
1	Acad.	336	7.41	7.77	+.36	Acad.	1.04*	0.83*
	Voc.	247	6.43	6.94	+.51	Voc.	0.07*	1.60*
	Both	583	7.00	7.42	+.42	Both	0.58*	0.32*
2	Acad.	151	8.67	8.93	+.26			
	Voc.	204	7.73	8.13	+.40			
	Both	355	8.13	8.46	+.33			
3	Acad.	417	8.65	8.78	+.13			
	Voc.	214	7.60	7.68	+.08			
	Both	631	8.30	8.40	+.10			

*Not significant.

The reading norm for the ninth grade October test was 9.2; for the tenth grade, 10.2. The April norms were 9.8 and 10.8 respectively for the two grades.

There were no significant differences between the original samples and the samples containing only students with pairs of reading scores (see Appendix A).

Hence the samples used in this analysis were representative of the populations from which they were taken.

Comparison of Samples 2 and 3 - Tenth Grade Students

Table 3 indicates that the October and April mean reading scores for the

1. academic high schools in Sample 2 (8.67 and 8.93) and Sample 3 (8.65 and 8.78) were 1.5 years below the October norm of 10.2 for both samples and 1.9 and 2.0 years respectively below the April norm of 10.8.

2. vocational high schools in Sample 2 (7.73 and 8.13) and Sample 3 (7.60 and 7.68) were respectively 2.5 and 2.6 years below the October norm of 10.2 and respectively 2.7 and 3.1 years below the April norm of 10.8.

There were no significant differences between the academic high schools in the two samples, the vocational high schools in the two samples, and Sample 2 and 3 in regard to reading scores in October and April.

Comparison Reading Scores of Ninth Grade Disadvantaged Academic High School Students for 1965-66 and 1966-67

In Sample 1, the ninth grade academic students went from 7.41 on the initial test to 7.77 in April for a gain of .36. Their vocational school classmates gained .51, going from 6.43 to 6.94.

In order to see if there were any difference in reading achievement between this and last year's ninth grade disadvantaged students, a comparison was made of their performance on the Metropolitan Reading Achievement Test. These data are shown in Table 4.

Table 4

Reading Scores for Ninth Grade Disadvantaged Academic High School Students, 1965-66 and 1966-67

Year of Ninth Grade Sample	Number of Students	October	April	Difference April-October
1965-66	498*	7.55	8.02	.47
1966-67	336	7.41	7.77	.36
"t"		-.79	.65	

* It should be remembered this number differs from the number used in the sample in last year's study in that non-disadvantaged students, transferrees, and discharges have been screened out.

Comparison of Reading Achievement Among High School and Junior High School Ninth Graders

A question which this study attempted to answer was the effect of grade reorganization on the reading ability of the ninth graders

who came into the high schools from junior high school. How did the reading achievement of ninth graders in these high schools compare with that of their classmates in ethnically comparable junior high schools?

To answer this question, three academic high schools (W, T, and C) and one vocational high school were matched on a one-to-one basis with four ethnically comparable junior high schools. By equating the two groups on the ethnic factor, it was felt that the effect of the program on reading could be determined more accurately.

The four high schools had populations which were overwhelmingly Negro and/or Puerto Rican, 26 per cent of the former, and 72 per cent of the latter. The matching junior high schools were 29 per cent Negro and 67 per cent Puerto Rican. There was no significant difference in the ethnic composition of the two groups, when the Negro and Puerto Rican students were combined for purposes of analysis (see Appendix A).

A detailed analysis comparing the matched pairs of junior and senior high schools can be found in Appendix A.

A comparison of the mean reading grade equivalents for the ethnically comparable ninth grade junior and senior high school students is presented in Table 5.

Table 5

Comparison of Mean Reading Grade Equivalents of Ethnically Equated Ninth Grade Junior and Senior High School Students

	October			April			
	No.	Mean	S.D.	No.	Mean	S.D.	Difference
JHS	1250	6.98	2.31	1256	7.43	2.18	+.45
SHS	334	6.64	2.33	348	7.04	2.36	+.40
"t"		2.34				2.71*	

* significant at .05 level

Table 5 indicates that the mean reading comprehension scores on the October testing were higher in the four junior highs than in the four ethnically equated senior high schools, 6.98 and 6.64 respectively. This difference was statistically significant at the .05 level. On the April testing, the junior high schools gained .45 and the senior high schools, .40. Thus, in the six month period between the two tests, the average junior high school gain was 4.5 months and that of the high school, 4.0 months. The junior high school group was 4 months below the April grade norm of 9.8 and the high school was 8 months below this norm.

The performance of the individual schools varied considerably.[1] The junior high schools showed test differences that ranged from a loss of 1.5 months to a gain of 7.3 months. The high schools followed the same pattern; two showed practically no gain and the

1. See Appendix A.

other two gains of 4.1 and 6.4 months. In general, the schools with the lowest October scores registered the greatest gains in April.

It appears that gains in reading comprehension were no greater among ninth graders in high schools participating in the transfer plan than among ethnically comparable ninth graders in junior high school.

Reading Achievement Summary

Tenth Grade

A comparison of reading achievement for tenth graders from junior high school and tenth graders who were in the high school last year, revealed no significant differences between the October and the April grade equivalents among the vocational or academic students.

Academic

The October scores were 8.67 and 8.65 for the two groups respectively; the April scores were 8.93 and 8.78. These are considerably below the reading norms of 9.2 and 9.8.

Vocational

The vocational school students in Sample 2 (from junior high school) scored 7.73 in October and 8.13 in April, a gain of four months. Their classmates from high school were at 7.60 in October and at 7.68 in April. They improved 0.8 months. These results are

also considerably below the reading norms of 9.2 and 9.8.

Ninth Grade

Ninth graders of last year and of this year were also not significantly different on the October and on the April testings. Last year's group was at 7.55 in October and at 8.02 in April, gaining 417 months. This year's ninth graders started at 7.41 and rose to 7.77; they improved 3.6 months.

The reading scores of ethnically comparable ninth grade students in junior and senior high schools were 6.98 and 6.64 respectively. This difference of 0.34 may be statistically significant. The gains were 4.5 months for the junior high school and 4.0 months for the high schools.

For these students, being in high schools participating in the Grade Reorganization Plan as ninth graders did not seem to improve reading ability to any greater extent than was found among students who spent their ninth year in junior high schools.

PART IV

SUMMARY AND RECOMMENDATIONS

Ethnic Trends

The ethnic trend in the student population, that is, the increase in Negro and Puerto Rican and the decrease in white students was seen more sharply in the sample than in the citywide high school data. In the past five years, the percentages of minority students in the academic high schools increased 21 per cent (from 10 per cent to 31 per cent); the citywide increment was 16 per cent. For the vocational schools the citywide increase was 12 per cent; the sample schools' increase was 16 per cent (from 53 per cent to 69 per cent).

There are no segregated high schools today, although five years ago, five of the six sample academic hig schools were predominantly white. During this time, school "W" has lost 30 per cent of its white students and "C" has lost 26 per cent. A significant change has been the stabilization of the ethnic percentages this year as compared to last year in all but one (school "C") of the academic high schools.

Desegregation and Integration Within the Schools

Traditionally, high school students are programmed in "tracks" on the basis of academic ability or achievements. In the academic high schools, practically all general and remedial subject matter classes contained half Negro and/or Puerto Rican students. Because

so many of these students are educationally disadvantaged, these classes tend to be segregated. For example, in the 16 classes for disadvantaged ninth and tenth graders observed by the evaluators, almost three out of four students were either Negro or Puerto Rican.

In the vocational schools, where the whites are in the minority, there are fewer problems with segregation.

To counterbalance segregation tendencies, the high schools have made deliberate and conscious efforts toward desegregation by organizing integrated homerooms, music, arts, health education, and shop classes. A broad variety of extracurricular activities are sponsored and encouraged to foster desegregation. Too few minority students engage in these activities.

Where free mixing was possible, such as before and after school social groups, the lunchroom, gym, study hall, or school social or athletic functions, ethnic clustering was commonly observed.

Except in the vocational schools, where the student leadership was ethnically representative, the ethnic distribution among student leaders, school aides, custodial staff, and parent association leaders lagged behind that of the school population and was predominately white.

School personnel——administrators, supervisors, guidance counselors, and classroom teachers——was overwhelmingly white. In 35 subject matter departments in the nine schools surveyed, 95 per cent of the teachers were white, 5 per cent Negro, and less than 1 per cent Puerto Rican.

School Organization and Administration

Last year's federal funds were earmarked for disadvantaged ninth graders entering high school. This year an equivalent amount of money had to be spread out to accommodate this year's ninth graders as well as last year's group. As a result, the same number of teaching and nonteaching positions and special teaching materials had to service a substantially greater number of educationally disadvantaged students. The 100 additional teaching positions for all high schools added in February 1967, did little to solve the shortage of personnel for remedial, guidance, administrative, psychological, and health services.

The problems presented by this year's group of disadvantaged ninth graders were generally about the same as those of last year's group. Additional personnel was needed, however, to serve the greater number of students requiring direction and supervision to control cutting, truancy, absence, and incidents in and around the school. Most of this personnel was obtained by reshuffling and reassigning existing personnel and placing them where the need was greatest--remediation, guidance, and administrative activities.

Overcrowding

The academic, more than the vocational high school, continued to be harassed by overcrowding--a severe shortage of classrooms, not seats. The increased numbers of remedial classes with low registers, and the general reduction in the size of all classes, have contributed

to this state of affairs. The larger number of disadvantaged students require more space for additional administrative, guidance, and service functions in addition to storage space, student lockers, lunchrooms, and classrooms. Administrative solutions to overcrowding have included lengthening the school day and creating overlapping double and even triple sessions. These adjustments in turn have created other problems such as segregation in the late session, need for extra personnel to deal with the intensification of such problems as discipline, cutting, truancy, absence, building patrols, before and after school social gatherings, and participation in extra-curricular activities.

School Services

Guidance counselors found themselves spending more time this year than last with students who had problems related to school work, home conditions, emotional disturbances, and discipline. Additional services which were either inadequate or not available but for which there was an expressed need, were those dealing with sex education, psychiatric problems, social services, and student stipends.

Curriculum Changes

The major curriculum changes were the increased number of remedial and arithmetic classes in the ninth grade and this year in the tenth grade. There were twice as many general and remedial classes this year to accommodate the increased numbers of educationally disadvantaged students. The ninth grade course of study

remained the same as last year and the tenth grade program for the disadvantaged was essentially an extension of the ninth grade program with one or two added courses.

Disadvantaged students were in segregated classes of about twenty students with a moderately experienced teacher, supplied with some special books and materials. Most of these teachers were "drafted"; nevertheless, some tried to reach the students by personal attitude, by modifying teaching procedures and course content. They were given some assistance by their chairmen and colleagues. They were generally dissatisfied with current courses of study since the needs, interests, and abilities were not met. The curricula were often largely "watered down" versions of the course of study offered to academic students.

There was an expressed need for more teachers who were trained in remediation and also in curriculum construction.

In general, teachers found the classroom performance of these students no different from those of last year.

Classroom Observations

Another dimension to the operation of the Transfer Plan in action was added by the team of evaluators who visited one ninth and one tenth grade class in English and mathematics in each of four selected high schools. The observers came away with the impression that the lessons were generally traditional recitations—teacher-centered and teacher-dominated with considerably more teacher-student than student-student interaction. Poor attendance,

inadequate teacher methodology, unrealistic syllabi, and lack of facilities and new materials designed to help disadvantaged students succeed academically were some of the factors which contributed to the kind of teaching observed.

Although there was physical desegregation there was no basis for determining the degree of interracial student acceptance.

Student Reactions

The typical student reacting to the questionnaire was either Negro or Puerto Rican. Many of his classes were segregated. He was in a general course, planning to be graduated from high school and to get a job as a clerical, skilled, or technical worker. He was satisfied with the school he attended. Although the two subjects liked most were science and mathematics, and the two subjects liked least were English and science, he found mathematics the easiest and science the hardest. He wanted to add typing to his program. He did not participate in extracurricular activities and he felt it was important to attend an integrated school because it promoted better human relations.

He disliked being on late session and some of the school regulations.

Since he came to the school his self-image had somewhat improved. More so than previously he realized the need for school, had greater desire to get ahead, and was better able to get along with others.

Reactions to the Transfer Plan

School personnel reactions were not too favorable to the Plan.

Only four out of 35 chairmen and one out of five teachers favored the Plan. Alternate plans were offered, such as achieving quality education, stopping the flight of the whites, and improving existing curricula for the disadvantaged.

Student Performance

Three samples were employed to evaluate the course of study, attendance, major subjects passed, and reading achievement of the ninth and tenth graders. The first sample consisted of current ninth graders; the second, of tenth graders who were in junior high school last year; and the third, of tenth graders who were in high school last year.

Transfers Out of School

There were relatively few transfers out of the schools during this school year. However, data available for the follow-up group of last year's ninth graders revealed a loss of 22 per cent from June 1966 to June 1967; 9 per cent were dropouts, 8 per cent transferred to other schools, and 5 per cent were discharged out of town. Similar data were not available for other ninth and tenth graders in the sample.

Course of Study

The majority of both ninth and tenth graders entering the academic high schools are in an academic course. Those who were in academic high schools as ninth graders tended to be found in general and commercial tracks. It was presumed that spending the ninth year in high school rather than junior high school has a greater screening effect.

Attendance

The attendance data indicated better attendance in the first than in the second half of the year, and also better attendance in the vocational than the academic schools. The highest absence rate, 40 or more days, was among the ninth graders in academic schools--25 per cent. The two samples of tenth graders in the academic schools had about the same percentages of 40 or more days absent--17 per cent and 18 per cent respectively. Among last year's ninth grade sample, there were 20 per cent for whom there was no attendance information. Many of these were dropouts, transferees, and the like.

Major Subjects Studied

The percentages of students passing English, mathematics, science, social studies, and other major subjects, were higher for vocational than for academic high school ninth and tenth grade students.

Regardless of grade level, academic students performed at about the same levels in each subject. This was also true of the vocational school students.

The greatest failure rate was in mathematics. About 50 per cent of academic students passed this subject, as compared to 70 per cent in English, 65 per cent in science, and an average of 60 per cent in social studies.

Total Number of Major Subjects Passed

Last year's and this year's ninth grade groups were substantially alike--60 per cent passed four or more major subjects. Among the academic tenth graders, those who were in high school last year did slightly better than those who came from junior high school.

The end-year failures in all major subjects among the academic students were 18 per cent, 10 per cent, and 12 per cent for the three samples respectively. The corresponding percentages for the vocational students were 11 per cent, 3 per cent, and 6 per cent.

Reading Achievement

Comparisons of reading achievement between this year's and last year's ninth graders, and between tenth graders who were in the high school and those in the junior high school last year, showed no significant differences in scores or gains.

In ethnically comparable junior and senior high schools, the mean ninth grade reading score was 6.98 for the former and 6.64 for the latter. The difference of .34 may be statistically significant. The junior high school students gained 4.5 months and the high school ninth graders gained 4.0 months in the six month period between testings. Students who were in the high schools for the ninth grade did no better in reading than those who were in the junior high schools for that year.

Recommendations

This evaluation marks the end of the second year of the High

School Grade Reorganization Plan. This is a critical period, since few educational experiments live beyond this point. For this study, the next year is crucial in evaluating the effects of the transfer plan. For many of the students who entered the schools in September 1965, September 1967 is the year of decision. They are old enough to quit school, to remain in an academic or vocational high school, or to transfer from one to another. Many of the questions posed about the transfer plan will be answered in this third year. It is for this reason that the first recommendation offered is a plea to continue this study if for no other reason than to follow up the original ninth grade students and assess their academic performance.

More specific recommendations follow, limited to those aspects of the Plan studied, and for which data have been obtained.

Ethnic Balance

The transfer plan has created a favorable ethnic balance in those high schools which previously were partially or fully white. However, in some instances, the rate at which disadvantaged minority students were transferred from segregated junior high schools was far greater than the receiving high schools could realistically handle. Since many of these students were educationally retarded, they were placed in general or remedial classes, thus creating segregation within the school setting, the very condition which it was hoped the transfer plan would reduce.

It is recommended therefore that:

a. A moratorium on further decapitation of segregated

schools be declared until the high schools have had an opportunity to absorb and adjust to their present population of disadvantaged students.

b. In order to prevent the ethnic balance in the high schools from tipping in the direction of minority segregation, decapitating some local junior high schools with more representative ethnic composition may provide better ethnic balance to the ninth grade classes entering the high schools.

c. Policy-making with respect to desegregation should involve school districts and local schools to a greater degree than heretofore.

d. To promote greater integration within the school, deliberate thought and effort must be given to planning programs, classes, and activities. Homeroom and subject classes composed of students from different grade levels may be an effective administrative measure. Programming grades in schools on double and triple session in a random fashion may produce desegregation.

How to desegregate the general and remedial classes is a thorny problem. To abandon ability grouping and replace it with heterogeneous groupings does not appear to be the answer since it does not solve the problem of the educationally disadvantaged student. Perhaps a pilot program could be initiated in which some academically able and some academically retarded (with remedial support for the latter) work together in the same classes.

Funding

If this program is to continue for the purpose of improving the competence of educationally and socioeconomically disadvantaged high school students, and if the concept of compensatory education is still valid, then the funding of this project must be reevaluated. It is unrealistic to think that it is possible to provide the same educational services to a significantly larger number of students this year as last without doubling the funds.

Furthermore, more thought should be given to the dispursement of the funds. For example, a portion should be set aside for teacher training, particularly in such specialized areas as remedial reading and arithmetic. Few high school teachers are trained in remedial areas for adolescents. Curriculum construction is another area that begs for funding.

School Services

Although an effort was made to expand guidance and other services in these high schools, there is a desperate need for additional service personnel in such areas as sex, physical health, mental health, attendance, emotional problems, and relationships with home and parents. As the percentages of disadvantaged students increase in these schools, the numbers and kinds of problems multiply and grow in importance. The role of the school in this area is being redefined. It appears inevitable that the school reevaluate the number and kinds of problems in these areas and services which

are presently available. The data reveal a need for more health services and personnel, an expansion of psychological and psychiatric services and personnel, school social workers, attendance officers, and a host of other specialists. Not only must these services be expanded but their role and function within the school must be reexamined and redefined.

Functional Illiteracy

The number one educational disability of many disadvantaged high school students is reading. The attack on functional illiteracy has been the chief target of the remedial program in the high schools. A serious obstacle in reducing reading disability had been the lack of sufficient numbers of high school teachers trained as reading specialists. It is recommended that the Board of Education formulate a program for training high school teachers as remedial reading specialists and also as arithmetic specialists. In-service courses, workshops, summer institutes, and university courses organized and directed by experts in these areas should be set up immediately. Cooperation with community and other organizations concerned with such programs should be established. As a start, a citywide conference on Adolescent Functional Illiteracy may help direct attention to this problem and enable the schools to move efficiently to deal with it. It would also provide a forum for the exchange of experiences and the formulation of plans. A concerted effort should be made to identify and utilize classroom-teacher expertise for on-the-job and in-service teacher training.

Curriculum

A weak spot in the structure of the educational program for the disadvantaged is curriculum--not only what to teach, but how to teach so that more of these youngsters can be reached and helped to improve their academic image. Curriculum should become a target area. Intensive research and experimentation, which involves both the Bureau of Curriculum Research at one end and the classroom teacher at the other, should be encouraged and made possible. New courses and new approaches must be developed.

Liaison

Although the schools have been generally cooperative and helpful throughout this study, there was some resistance, defensiveness, and apathy to the efforts of the evaluation team. This seemed to stem from a lack of communication between the Board of Education and the schools. The precise role of the evaluators and the significance of the research being carried on required continuous clarification.

It is recommended that an evaluation research liaison committee be established consisting of representatives of the high school office, the participating schools, the Bureau of Educational Research, and the Center for Urban Education. Furthermore, in each school a designated coordinator of research would expedite evaluation. Finally, the findings should be presented to the Board of Education and the participating schools by a member or members of the research team.

ACKNOWLEDGEMENTS

The current evaluation is a longitudinal study of the High School Grade Reorganization Plan as it developed during its second year, 1966-67.

It is the product of the cooperative efforts of the professional personnel of nine high schools, the directors and staffs of several bureaus and offices of the New York City Board of Education, and the personnel and evaluation staff of the Center for Urban Education. It is impossible to enumerate and acknowledge the contributions made by the hundreds of persons who helped to make this study possible. Special mention will therefore be limited to those who were especially involved in this evaluation and who made continuous contributions throughout this past year.

Perhaps the most important contributors were the principals and their staffs in the nine high schools selected for this evaluation. From November 1966 to June 1967, they provided a continuous stream of data. Principals, administrators, guidance counselors, department chairmen, teachers and students answered questionnaires, made themselves available for interviews, and arranged for classroom visits. School secretaries were most generous in their time and help providing school and student data and records. Without the intelligent and willing cooperation of the professional staff members the tremendous amount of information asked for and obtained would have not been possible.

Most generous in time and efforts were the various bureaus and

offices of the Board of Education. The office of Dr. Bernard E. Donovan, Superintendent of Schools, provided promptly all requested for official documents and press releases related to this study. Dr. Maurice D. Hopkins, Assistant Superintendent in charge of High School, made available the experiences and services of Mr. Arthur Chappell, Mr. Daniel P. Marshall and Mr. Saul Segal. They were members of a liaison committee which assisted in formulating the objectives and development of the study. Their assistance and advice was invaluable throughout this past year.

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TABLE 1

Citywide and Selected High School Changes in Ethnic Distribution Over a Five Year Period from 1962 to 1966

	Academic High Schools			Vocational High Schools		
	Ethnic Percentages			Ethnic Percentages		
	P.R.	N	O	P.R.	N	O
1962 City	6.2	12.5	81.3	21.5	24.5	54.0
1962 Sample	1.6	7.9	90.5	28.7	24.3	47.0
1963 City	7.2	14.7	78.1	22.5	25.9	51.6
1963 Sample	2.1	9.7	88.2	28.7	24.3	39.9
1964 City	8.7	18.2	73.1	24.3	27.5	48.2
1964 Sample	3.3	15.6	81.9	34.3	29.4	36.3
1965 City	11.4	21.2	67.4	27.8	29.2	43.0
1965 Sample	5.8	23.1	71.1	37.2	30.2	32.4
1966 City	12.6	21.8	65.6	28.5	29.9	41.6
1966 Sample	6.1	25.2	68.7	38.8	30.1	31.1
Change 1962/65 City	6.4	9.3	-15.7	7.0	5.4	-12.4
Change 1962/65 Sample	4.5	17.3	-21.8	10.1	5.8	-15.9

TABLE 2

Changes in Ethnic Distribution of Populations in Selected Academic and Vocational High Schools from 1962 to 1966

	Code	School	Ethnic Group	1962 Percent	1962/3 % Change	1963/4 % Change	1964/5 % Change	1965/6 % Change	1962/66 % Change	1966 [1] Percent
ACADEMIC			PR	4.1	0.8	0.9	1.1*	0.7	3.5	7.6
		E	N	19.3	4.4	11.4	4.0	-0.4	19.4	38.7
			O	76.6	-5.2	-12.3	-5.1	-0.3	-22.9	53.7
			PR	2.8	1.5	3.3	4.5*	2.2	11.5	14.3
		W	N	11.4	-0.4	12.9	6.3	0.4	19.2	30.6
			O	85.5	-1.1	-16.2	-10.8	-2.6	-30.7	55.1
			PR	0.2	0.1	0.8	0.5*	-1.6	-0.2	19.0
		M	N	0.9	0.7	6.2	6.3	4.9	18.1	
			O	98.9	-0.8	-7.0	-6.8	-3.3	-17.9	81.0
			PR	0.6	0.2	0.7	5.8	-1.0*	5.7	6.3
		T	N	1.7	0.4	0.6	9.3	2.5	12.8	14.5
			O	97.7	-0.6	-1.3	-15.1	-1.5	-18.5	79.2
			PR	0.5	0.0	0.5	1.8	-0.1*	2.2	2.7
		C	N	1.0	1.0	0.7	12.5	9.6	23.8	24.8
			O	98.5	-1.0	-1.2	-14.3	-9.5	-26.0	72.5
			PR	1.2	0.3	0.5	2.2*	-0.2	2.8	4.0
		J	N	11.5	4.0	2.2	3.8	-0.3	10.3	21.8
			O	87.2	-4.3	-2.7	-6.0	-0.1	-13.1	74.2
VOCATIONAL			PR	13.0	3.8	2.7	3.8	1.3*	11.6	24.6
		G	N	27.4	6.0	0.9	4.7	-0.9	10.7	38.1
			O	59.6	-9.8	-3.6	-8.5	-0.4	-22.3	37.3
			PR	40.3	4.7	3.4	2.0	2.5*	12.6	52.9
		D	N	19.2	2.6	1.0	-1.6	2.0	4.0	23.2
			O	40.5	-7.3	-4.4	-0.4	-4.5	-16.6	23.9
			PR	32.9	2.9	-0.4	5.3	-0.6*	7.2	40.1
		H	N	27.6	2.1	1.9	-1.8	-1.6	0.6	28.2
			O	39.5	-5.0	-1.5	-3.5	2.2	-7.8	31.7

* Denotes year grade reorganization plan was introduced in the school.

NOTE: The changes in any given year represents an increase or decrease over the previous year only.

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[1] These data were obtained from the school reports.

TABLE 3

Comparison of Ethnic Composition of Selected High Schools and its Student Leaders, School Aides, Custodial Staff and Parent Association Leadership

Code School	1966 Census Ethnic Group	Percent	Student Leaders	School Aides	Custodial Staff	P. A. Leaders
E	N & PR	46.3	12.6	0.8	0.6	35.0
	Others	53.7	87.4	99.2	99.4	65.0
W	N & PR	44.9	50.0	30.0	10.0	10.0
	Others	55.1	50.0	70.0	90.0	90.0
M	N & PR	19.0	very few	0.0	a fair %	few
	Others	81.0		100.0		
T	N & PR	20.8	1 N	0.0	0.0	0.0
	Others	79.2		100.0	100.0	100.0
C	N & PR	27.5	17.0	0.0	12.0	0.0
	Others	72.5	83.0	100.0	88.0	100.0
J	N & PR	25.8	35.0	15.0	15.0	10.0
	Others	74.2	65.0	85.0	85.0	90.0
G	N & PR	62.7	61.0	33.0	31.0	28.0
	Others	37.3	39.0	67.0	69.0	72.0
D	N & PR	76.1	89.0	7.0	23.0	38.0
	Others	23.9	11.0	93.0	77.0	62.0
H	N & PR	68.3	74.0	0.0	44.0	
	Others	31.7	26.0	100.0	56.0	

TABLE 4

Utilization of Percentages of Academic and Vocational High Schools Over a Five Year Period, from 1962 to 1966

	Code School	Utilization Percentages 1962	1963	1964	1965	1966
Academic:	E	95	93	102	112	114
	W	107	95	103	135	132
	M	131	130	135	172	177
	T	138	129	117	137	133
	C	85	83	81	102	122
	J	120	120	120	136	133
Sample Average:		113	108	110	132	135
Citywide Average:		116	115	112	118	124
Vocational:	G	143	88	83	125	116
	H	114	129	110	106	104
	D	116	117	118	124	120
Sample Average:		124	111	103	108	113
Citywide Average:		102	101	98	104	101

TABLE 5[a]

Size & Ethnic Composition of Students by Sample

Sample No.	Type of School	N	Percent	PR	N	O	N/I
1	Academic	508	61.9	17.1	80.9	1.6	.4
	Vocational	313	38.1	62.0	34.2	3.5	.3
	Total	821	100.0	34.2	63.1	2.3	.4
2	Academic	209	44.0	27.3	65.1	7.2	.5
	Vocational	266	56.0	53.0	41.4	4.9	.8
	Total	475	100.0	41.7	51.8	5.9	.6
3	Academic	757	74.4	17.8	77.7	4.5	
	Vocational	261	25.6	50.2	46.4	3.1	.4
	Total	1018	100.0	26.1	69.7	4.1	.1
Total	Academic	1474	63.7	18.9	70.0	3.9	.2
	Vocational	840	36.3	55.2	40.2	3.8	.5
	Acad.& Voc.	2314	100.0	32.2	63.2	3.9	.3

TABLE 5[b]

Distribution of Students by Sex According to Sample

Sample No.	Type of School	No. Students	Boys No.	Boys %	Girls No.	Girls %
No. 1	Academic	508	227	44.7	281	55.3
	Vocational	313	126	40.3	187	59.7
	Total	821	353	43.0	468	57.0
No. 2	Academic	209	84	40.2	125	59.8
	Vocational	266	88	33.1	178	66.9
	Total	475	172	36.2	303	63.8
No. 3	Academic	757	346	45.7	409	54.3
	Vocational	216	125	47.9	136	52.1
	Total	1018	471	46.3	545	53.7

TABLE 6

CENTER FOR URBAN EDUCATION
TITLE I EVALUATIONS

COMPREHENSIVE HIGH SCHOOL PROJECT

STUDENT DATA CARD

NAME OF STUDENT _____ CLASS _____ RECORDER _____
(Print Last Name First)

JHS _____ DATE _____

STA	STUDENT NO.				H.S.	SEX	ETH	METROPOLITAN READING												ABSENCE								TRK
								Oct. 65			May 66			Oct. 66			May 67			1/66		6/66		1/67		6/67		6/66
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

TRK	ENGLISH			MATHEMATICS			SOC STUD		SCIENCE		LNG	EA	SHOP			ST	BK	RK	CP	DE	BT	TOTAL			TOTAL			
	Aca	Gen	Rem	Aca	Gen	Rem	Reg	Gen	Reg	Gen			B	G	TE							P	F		P	F	
29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52		77	78	
																								1/67			1/66
																								6/67			6/66
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76		79	80	

TABLE 7[a]

STATUS OF STUDENTS BY PER CENT ACCORDING TO SAMPLE

Sample No.	Type of School	STATUS: Remained in Sample (not heldover)	Transferred: Acad.H.S.	Transferred: Voc.H.S.	Discharged: Out of City	Discharged: Not Known	Drop.	Hold.
1	Acad.	93.2	1.4	.2	.2	2.6	2.4	
	Voc.	97.2	.3		.6	.6	1.3	
	Total	94.7	1.0	.1	.4	1.8	2.0	
2	Acad.	98.5	.5			1.0		
	Voc.	97.0					3.0	
	Total	97.7	.2			.4	1.7	
3	Acad.	72.7	8.2	1.3	4.7	1.9	9.1*	2.1
	Voc.	95.0			.4	1.5		3.1
	Total	78.0	6.1	1.0	3.6	1.8	7.1	2.4
Total	Acad.	83.9	4.7	.7	2.5	2.0	5.4	1.1
	Voc.	96.1	.1		.4	.7	1.8	1.0
	A. & V.	88.1	3.1	.5	1.7	1.5	4.1	1.0

*Includes 7 ninth grade holdovers who became dropouts.

TABLE 7[b]

COURSE OF STUDY TAKEN BY DISADVANTAGED STUDENTS BY SAMPLE

Sample No.	Type of School	First Term Percentage: Acad.	Gen.	Comm.	Second Term Percentage: Acad.	Gen.	Comm.
1	Academic	66.8	33.2		64.8	35.2	
	Vocational	2.6*	97.4		1.6*	98.4	
	Total	42.0	58.0				
2	Academic	60.3	32.1	7.7	53.7	36.1	10.1
	Vocational	5.0*	54.2	40.8	5.1*	53.5	41.4
	Total	29.7	44.4	26.0	26.7	45.8	27.6
3	Academic	40.3	52.7	7.0	40.8	50.2	9.0
	Vocational	6.1*	62.8	31.0	3.2*	65.2	31.6
	Total	30.0	55.8	14.3	29.2	54.8	16.0

*Comprises those students in School "G" who are enrolled in a technical electronics course.

TABLE 8

PERCENTAGE OF STUDENT ABSENCE BY SAMPLE

	Percentage Absence								
	Sample 1			Sample 2			Sample 3		
	Acad.	Voc.	Tot.	Acad.	Voc.	Tot.	Acad.	Voc.	Tot.
No.	508	313	821	209	266	475	757	216	1018
Fall 1967									
0-4	38.8	48.2	42.4	48.3	48.9	48.6	30.4	42.9	33.6
5-9	19.9	26.2	22.3	22.0	26.7	24.6	16.3	28.0	19.3
10-19	19.3	14.7	17.5	17.7	17.7	17.7	17.0	17.6	17.2
20+	20.1	10.5	16.4	7.7	5.3	6.3	15.2	10.3	14.0
No Info.	2.0	.3	1.3	4.3	1.5	2.7	21.1	1.5	16.0
Spring 1967									
0-4	23.4	32.0	26.7	25.8	41.0	34.3	17.3	37.9	22.6
5-9	17.3	29.7	22.1	21.5	20.3	20.8	16.1	17.2	16.4
10-19	22.6	22.4	22.5	26.3	21.8	23.8	20.0	24.5	21.1
20+	28.4	12.1	22.2	23.4	11.3	16.6	21.0	13.4	19.1
No Info.	8.3	3.8	6.6	2.9	5.6	4.4	25.6	6.9	20.8
Total Year									
0-9	30.1	36.4	32.5	34.5	47.7	41.9	23.0	38.7	27.0
10-19	21.3	32.0	25.3	27.3	26.0	26.5	17.7	27.6	20.2
20-39	22.2	21.1	21.8	21.5	20.7	21.1	21.5	21.8	21.6
40+	25.4	10.5	19.7	16.8	5.6	10.5	17.8	11.9	16.3
No Info.	1.0		.6				20.0		14.8

TABLE 9[a]

Academic Achievement of Disadvantaged Students in ENGLISH

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Total									
1/67- Total	602	313	915**	211	264	475	657	256	913
% Pass	67.1	83.3	73.1	71.9	90.5	82.4	73.3	84.3	77.7
6/67- Total	553	294	847**	201	257	458	599	248	847
% Pass	70.0	86.3	75.1	71.1	90.8	81.2	70.7	91.0	78.5
Type of Course									
Academic									
1/67- Total	359	278	637	185	242	427	394	255	649
% Pass	69.4	85.6	76.4	71.9	90.5	82.4	73.3	84.3	77.7
6/67- Total	327	255	582	177	206	383	376	234	610
% Pass	70.0	84.3	76.3	71.1	90.8	81.2	70.7	91.0	78.5
General									
1/67- Total	139	34	173	23	19	42	201	1	202
% Pass	62.6	76.4	65.3	65.2	84.2	73.8	66.7	100.0	66.8
6/67- Total	135	39	174	23	35	58	164	13	177
% Pass	67.4	87.2	71.8	65.2	88.6	79.3	68.3	76.9	68.4
Remedial									
1/67- Total	91	1	92	3	3	6	54	0	54
% Pass	60.4	100.0	60.8	100.0	100.0	100.0	72.2	0	72.2
6/67- Total	80	11	91	1	16	17	49	1	50
% Pass	68.8	90.9	71.4	100.0	100.0	100.0	75.5	100.0	76.0
Honors*									
1/67- Total	13	0	13	0	0	0	8	0	8
% Pass	3.6		2.0				2.0		1.2
6/67- Total	11	0	11	0	0	0	10	0	10
% Pass	3.4		1.9				2.7		1.6

** Number is greater than the total number in the sample because some students took two English courses in one semester.

* Refers to the percentage of students <u>taking</u> Honors English; no student failed Honors English.

TABLE 9[b]

Academic Achievement of Disadvantaged Students in MATHEMATICS

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Total									
1/67- Total	446	311	757	144	265	409	356	256	612
% Pass	53.6	84.2	66.0	46.5	78.1	67.1	50.6	77.8	62.1
6/67- Total	443	305	738	131	253	384	313	252	565
% Pass	55.2	83.3	66.4	50.4	88.5	76.0	54.0	86.1	66.4
Type of Course									
Academic									
1/67- Total	257	37	294	107	24	131	244	33	277
% Pass	47.1	75.7	50.7	49.5	87.5	56.5	52.1	60.6	53.1
6/67- Total	196	26	222	89	20	109	209	25	234
% Pass	55.7	73.1	57.1	51.7	85.0	53.7	54.1	88.0	57.8
General									
1/67- Total	183	260	443	37	236	273	87	221	308
% Pass	63.9	85.0	76.3	37.8	79.7	74.0	54.0	81.1	73.4
6/67- Total	228	260	488	42	233	275	87	222	309
% Pass	57.0	84.2	70.1	50.0	87.0	81.4	66.7	50.0	65.0
Remedial									
1/67- Total	1	14	15	0	5	5	18	2	20
% Pass	100.0	92.9	93.3	0	0	0	66.7	50.0	65.0
6/67- Total	0	19	19	0	0	0	14	5	19
% Pass	0	84.2	84.2	0	0	0	28.6	100.0	47.4
Honors*									
1/67- Total	5	0	5	0	0	0	7	0	7
% Pass	2.0	0					2.9		2.5
6/67- Total	9	0	9	0	0	0	3	0	3
% Pass	4.6		4.1				1.4		1.3

* Refers to percentage taking Honors Course. No student failed.

TABLE 9[c]

ACADEMIC RECORD OF DISADVANTAGED STUDENTS IN SCIENCE

	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
Total	Acad.	Voc.	Total	Acad.	Voc.	Total	Acad.	Voc.	Total
1/67- Total	501	310	811	173	263	426	495	236	751
% Pass	63.9	87.4	71.9	50.3	88.6	73.4	60.8	84.0	68.7
6/67- Total	471	303	774	155	255	410	447	249	686
% Pass	67.3	87.4	76.5	62.6	92.5	81.2	64.2	86.7	73.3
Type of Course									
Regular									
1/67- Total	389	222	611	156	75	231	333	77	410
% Pass	61.7	86.0	70.5	47.4	85.3	57.6	54.7	75.3	58.5
6/67- Total	353	215	568	135	61	196	310	62	373
% Pass	64.0	89.3	73.6	63.7	95.1	70.9	61.3	87.1	65.6
General									
1/67- Total	102	88	190	17	188	205	148	179	327
% Pass	66.8	81.8	74.7	76.5	89.9	88.7	71.0	87.7	80.1
6/67- Total	106	88	194	20	194	214	126	187	313
% Pass	74.5	83.0	77.8	55.0	91.8	88.3	68.2	86.6	79.3
Honors									
1/67- Total	10	0	10				14	0	14
% Taking*	2.6		1.6				4.2		3.4
6/67- Total	12	0	12				11	0	11
% Taking	3.4		2.1				3.6		3.0

*Refers to percentage of students taking Honors Science. No students failed.

TABLE 9[d]

ACADEMIC ACHIEVEMENT OF DISADVANTAGED STUDENTS IN SOCIAL STUDIES

Sample	No. 1- Ninth Acad.	No. 1- Ninth Voc.	No. 1- Ninth Both	No. 2- Tenth Acad.	No. 2- Tenth Voc.	No. 2- Tenth Both	No. 3- Tenth Acad.	No. 3- Tenth Voc.	No. 3- Tenth Both
Total									
1/67- Total	486	312	798	104	21	125	389	14	403
% Pass	63.4	76.3	68.4	63.4	95.2	68.8	63.8	50.0	63.3
6/67- Total	457	302	759	133	21	154	388	11	399
% Pass	65.4	80.0	71.5	52.6	76.2	55.8	66.0	36.4	65.2
Type of Course									
Academic									
1/67- Total	383	312	695	94	3	97	300	12	312
% Pass	62.9	76.3	68.9	60.6	100.0	61.8	64.0	41.7	63.1
6/67- Total	351	302	653	113	1	114	302	10	312
% Pass	65.8	80.8	72.7	55.8	0	55.3	65.6	30.0	64.4
General									
1/67- Total	103	0	103	10	18	28	89	2	91
% Pass	65.0	0	65.0	90.0	94.4	92.9	62.9	100.0	63.7
6/67- Total	106	0	106	20	20	40	86	1	87
% Pass	64.2	0	64.2	35.0	80.0	57.5	67.4	100.0	67.8

TABLE 10

Academic Records of Disadvantaged Students in OTHER MAJOR SUBJECTS

Sample	No. 1- Ninth			No. 2- Tenth			No.3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Language									
1/67- Total	277	45	272	116	12	128	267	5	273
% Pass	62.1	84.4	65.8	69.8	91.7	71.9	64.8	80.0	64.8
6/67- Total	209	37	246	103	10	113	237	5	242
% Pass	70.3	86.5	72.4	79.9	90.0	72.6	65.4	100.0	66.1
Girl's Shop									
1/67 Total	22	1	23	17	89	106	53	49	102
% Pass	68.2	100.0	69.6	76.5	92.1	89.6	62.3	91.8	76.5
6/67- Total	16	0	16	14	110	124	35	72	107
% Pass	75.0	0	75.0	98.6	90.0	88.7	62.9	90.3	81.3
Boys' Shop									
1/67- Total	22	1	23	17	57	74	42	114	156
% Pass	63.6	0.	60.9	64.7	96.1	81.1	45.2	77.2	68.6
6/67- Total	22	0	22	18	57	75	27	107	134
% Pass	63.6	0	63.6	61.1	80.7	76.0	44.4	78.5	71.6
Elective Arts									
1/67- Total				2	5	7	26	4	30
% Pass				50.0	100.0	85.7	73.1	100.0	76.7
6/67- Total				20	0	20	36	1	37
% Pass				60.0		60.0	72.2	100.0	73.0
Tech.Electronics									
1/67- Total				0	14	14	0	9	9
% Pass					92.9	92.9		77.8	77.8
6/67- Total				0	14	14	0	9	9
% Pass					100.0	100.0		77.8	77.8
Steno.									
1/67- Total				17	96	113	49	75	124
% Pass				70.6	80.2	87.6	57.1	81.3	71.8
6/67- Total				22	74	96	60	54	114
% Pass				50.0	91.9	82.3	50.0	98.1	72.8
Bookkeep.									
1/67- Total				2	80	82	20	57	77
% Pass				50.0	96.3	95 .1	90.0	9u .5	94.8
6/67- Total				6	73	79	22	56	78
% Pass				50.0	95.9	92.4	50.0	91.1	79.5
Record Keep.									
1/67- Total				10	19	29	104	15	119
% Pass				90.0	73.7	79.3	65.4	73.3	66.4
6/67- Total				17	24	41	94	23	117
% Pass				70.6	83.3	78.0	59.6	87.0	65.0

TABLE 10 (cont.)
Academic Records of Disadvantaged Students in OTHER MAJOR SUBJECTS

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Clerical Practices									
1/67- Total				18	20	38	72	12	84
% Pass				88.9	70.0	78.9	75.0	91.7	77.4
6/67- Total				18	34	52	64	26	90
% Pass				94.4	88.2	90.4	73.4	84.6	76.7
Distributive Education									
1/67- Total				10	4	14	45	2	47
% Pass				50.0	75.0	57.1	68.9	100.0	70.2
6/67- Total				10	12	22	52	8	60
% Pass				60.0	100.0	81.8	51.9	62.5	53.3
Second Shop									
1/67- Total				0	40	40	0	12	12
% Pass					95.0	95.0		100.0	100.0
6/67- Total				0	71	71	2	73	75
% Pass					88.7	88.7	50.0	80.8	80.0
Business Training									
1/67- Total	36	0	36	31	3	34	17	8	25
% Pass	50.0		50.0	67.7	100.0	70.6	64.7	62.5	64.0
6/67- Total	27	0	27	2	0	2	2	6	8
% Pass	44.4		44.4	50.0		50.0	50.0	66.7	62.5

TABLE 11

NUMBER OF MAJOR SUBJECTS PASSED BY THREE GROUPS OF DISADVANTAGED NINTH AND TENTH GRADERS IN ACADEMIC AND VOCATIONAL HIGH SCHOOLS

	Sample 1- Current Ninth Graders						Sample 3- Last Year's Ninth Grade	
High School	Academic		Vocational		Both		Academic	
Term Ending	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67
No. Students	500	469	312	302	812	771	754	749
	%	%	%	%	%	%		
Excellent	34.8	41.1	63.8	72.5	45.9	53.3	40.7	39.5
Good	21.2	18.8	15.4	10.2	19.0	15.4	21.7	22.7
Fair	18.0	17.6	11.6	6.4	15.6	13.2	21.6	19.0
Poor	8.2	5.9	3.8	0	6.5	5.7	6.0	6.4
Very Poor	17.8	16.6	5.4	10.9	13.0	12.4	10.0	12.4

	Sample 2- Tenth Graders from J.H.S.						Sample 3- Tenth Graders from S.H.S.					
High School	Academic		Vocational		Both		Academic		Vocational		Both	
Term Ending	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67
No. Students	209	204	266	256	475	460	603	559	261	251	864	810
Excellent	24.4	30.0	63.9	75.3	46.5	54.4	32.4	33.5	63.2	68.5	41.7	44.2
Good	26.3	24.0	19.6	12.5	22.5	17.5	23.9	25.1	13.4	14.4	20.6	21.7
Fair	23.4	21.0	11.1	7.2	16.7	14.4	20.0	18.7	13.6	9.5	18.2	16.2
Poor	16.3	7.8	3.4	1.2	9.1	4.2	12.2	9.7	3.8	1.2	9.7	7.0
Very Poor	9.6	17.2	2.0	3.1	5.2	9.3	11.5	13.0	6.0	6.4	9.8	10.9

TABLE 12

Mean Reading Comprehension Grade Equivalents of All Students in the Three Samples Who Took the Citywide Test

Sample		October No.	October Mean	April No.	April Mean	Diff.
1	Academic	392	7.34	398	7.56	+.24
	Vocational	272	6.38	276	6.84	+.46
	Both	644	6.95	674	7.27	+.30
2	Academic	173	8.58	176	8.82	+.24
	Vocational.	219	7.78	230	8.03	+.25
	Both	392	8.13	406	8.37	+.25
3	Academic	517	8.50	469	8.67	+.17
	Vocational	239	7.55	230	7.63	+.08
	Both	756	8.20	699	8.32	+.12

TABLE 13

Significance of Differences Between Original Samples and Samples Containing Students with Pairs of Reading Scores Only

		t	p
Sample 1	Academic Students	0.37	n.s.
	Vocational Students	0.28	n.s.
Sample 2	Academic Students	0.34	n.s.
	Vocational Students	0.25	n.s.
Sample 3	Academic Students	0.94	n.s.
	Vocational Students	1.90	n.s.

TABLE 16

Comparison of Ethnic Composition of High School & Junior High School Ninth Graders in 4 Ethnically Matched Schools

High Schools			Ethnic %			Junior High Schools			Ethnic %	
School	No.	PR	N	O	School	No.	PR	N	O
W	88	42.3	54.5	2.3	H	471	44.1	51.3	4.4
T	87	25.3	73.6	1.1	I	395	27.3	66.5	6.0
C	184	9.2	90.8	0.0	J	421	5.2	94.5	0.2
G	96	43.8	52.1	4.1	K	290	39.6	52.0	8.2
TOTAL	455	26.2	72.3	1.5		1577	28.7	66.8	4.4

Chi Square 2.99 *

* not significant for differences between Negro and Puerto Rican combined and others

TABLE 15

COMPARISON OF MEAN READING COMPREHENSION GRADE EQUIVALENTS OF NINTH GRADERS IN FOUR ETHNICALLY EQUATED HIGH SCHOOLS AND JUNIOR HIGH SCHOOLS

JUNIOR HIGH SCHOOLS

	October 1966			April 1967			
School	No.	Mean	S.D.	No.	Mean	S.D.	Dif. April-Oct.
H	409	6.96	2.34	411	7.47	2.24	+.51
I	329	6.74	2.31	290	7.40	2.11	+.66
J	274	7.63	2.12	342	7.49	2.04	-.15
K	238	6.58	2.33	213	7.31	2.40	+.73
Total	1250	6.98	2.31	1256	7.43	2.18	+.45

SENIOR HIGH SCHOOLS

	October 1966			April 1967			
School	No.	Mean	S.D.	No.	Mean	S.D.	Dif. April-Oct.
W	64	7.40	2.47	62	7.38	2.55	-.02
C	128	6.20	2.09	132	6.81	2.31	+.41
T	62	7.55	2.40	75	7.54	2.35	-.01
G	80	6.05	2.16	79	6.69	2.19	+.64
Total	334	6.64	2.33	348	7.04	2.36	+.40

Appendix B - INSTRUMENTS

GRADE REORGANIZATION PREPARATORY FOR THE ESTABLISHMENT OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL

List of Instruments

Transfer Plan for Grade Reorganization	B1
High School Administrator Questionnaire	B2
Second Phase of Evaluation Study	B9
Questionnaire for School Administrators	B10
Questionnaire for Department Chairmen	B13
Questionnaire for Classroom Teacher	B16
Observation Schedule	B19
Student Questionnaire	B20

Title I Evaluations

Transfer Plan for Grade Reorganization

Project: Grade Reorganization Preparatory for the Establishment of the Four Year Comprehensive High School

To: Principals of High Schools Participating in Last Year's Evaluation of Transfer Plan

From: Evaluation Director - Dr. Edward Frankel

November 21, 1966

Dear Colleague:

During the current school year, the transfer plan to achieve quality integrated education and improved ethnic balance, will continue to be assessed by a team of evaluators from the Center for Urban Education. Current tenth graders who were in the program last year and ninth graders entering the school this year will be included in the study.

Again, we will be studying integration, administrative adjustments, curricular modifications, school services, student performance, drop-outs, and the reactions of school personnel, students, parents, and community leaders to the plan.

The first step in this evaluation effort is to obtain a description of the present status of the school with respect to several of the above areas. We are also interested in finding out what changes have taken place in the school on the basis of last year's experiences.

We plan to collect these data by means of the enclosed questionnaire and also an interview with you and other school personnel. The scope of the interview is more or less structured by the questionnaire but not limited by it. In some instances we ask for data which we know is difficult to compile. Inquiries have made it clear that there is no other source for such data at this time. Since several basic decisions in the design of this study are contingent upon such data and waiting until it is available would make it virtually impossible to conduct our assessment of the plan, we turn to you with the hope that you can provide it. Clerical assistance will be supplied by the Center upon request.

Please hold on to the response form which is appended. In a few days after you receive this letter, a member of the evaluation team will contact you to arrange for the interview at a mutually convenient time. The response form will be collected at the time of the interview.

We look forward to this cooperative effort in evaluating the transfer plan and hope to continue the same cordial relations and friendly spirit that were evident last June when we initiated this study.

Finally we would appreciate a school profile not more than one page in length and any notices dealing with school organization, administration, curricula, and the like.

Title I Evaluations

November 21, 1966

High School Administrator Questionnaire

Please answer as many questions as you can on the appended Response Form. We shall explore many of these areas in greater depth in the personal interview with you. The target groups are the ninth and tenth graders.

I. School Organization and administration
   A. To what extent is there adequate personnel to carry out the various objectives of the program for the ninth and tenth graders?
   B. How adequate are school facilities in terms of the objectives of the program?
   C. What changes in personnel and facilities have been made available to you this year for the ninth and tenth graders as compared to last year?
   D. What administrative adjustments have been instituted over the past three years to accommodate ninth and tenth graders?

II. Curriculum Modifications
   A. What courses are offered to (a) ninth graders, (b) to tenth graders?
   B. What curriculum modifications (syllabus, techniques) have been instituted for ninth graders this year, last year; for tenth graders this year and last year?

III. Overcrowding
   A. Is there overcrowding in the school? Is there is, what problems in school administration and organization for ninth and tenth graders have resulted?
   B. What measures have you been able to take to relieve overcrowding?

IV. Integration and desegregation
   A. What is the ethnic census as of Oct. 31, 1966 for (a) total school population (b) tenth grade (c) ninth grade?
   B. What has been the ethnic trend over the past five years?
   C. To what extent are the subject classes organized according to academic ability? Which ones?
   D. To what extent are the subject classes and home rooms desegregated?
   E. Which curricular activities are organized so that students from various ethnic, racial and social backgrounds have an opportunity to be together?
   F. What activities has the school created which foster integration among students in a learning situation?
   G. What school activities have been sponsored to promote ethnic and racial integration?
   H. What is the ethnic distribution among the student leaders in the school?
   I. What is the ethnic distribution among (a) school personnel (b) aides (c) volunteers (d) custodial staff?
   J. What is the ethnic makeup of the parent association leaders and members?

V. Student Census

A. Tenth graders

1. What was the ninth grade register on June 30, 1966?
2. What was the tenth grade register on Oct. 31, 1966?
3. How many of these tenth graders were in the school during the previous year?
4. How many of last year's ninth graders are (a) holdovers (b) transferred to non-academic high schools (c) transferred to non-public schools (d) were discharged to out of N.Y.C. schools (e) were drop outs?
5. What course of study are last year's ninth graders following?
6. What changes in course of study were made by these tenth graders as compared to last year?

B. Ninth Graders

1. How many ninth graders were scheduled to enter the ninth grade in June 1966? What was the ethnic composition of this propective entering class?
2. What was the size and ethnic composition of the ninth grade on Oct. 31, 1966?
   (a) how many were free choice students? from which schools?
   (b) what were the main feeder junior high schools? how many from each?
3. Indicate how many enrolled in each of the tracks or courses offered, such as remedial reading, 9th year math and foreign language.

VI. Evaluation

1. What are your reactions to this evaluation?
2. What suggestions and recommendations can you offer the evaluators?

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.

Title I Evaluations

November 21, 1966

Response Form
High School Administrator's Questionnaire

School..... Principal..... Date.....

Interviewed by..... Date.....

1. School Organization and Administration
   A. Additional personnel needed for realizing objectives of Program

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Comment:

   B. Additional facilities needed:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Comment:

   C. Changes in personnel and facilities this year:

      1. For ninth grade

      2. For tenth grade

D. Administrative adjustments over the past three years

1. Ninth grade

2. Tenth grade

II. Curriculum Modifications

A. Ninth Grade offerings - (appended educational guidance materials, if available)

1. Changes this year

2. Changes last year

B. Tenth Grade programs

1. Changes this year

2. Changes last year

Comment:

III. Overcrowding:

1. Estimate of percentage school utilization this year ..... last year .....

2. Problems resulting from overcrowding

3. Measures taken to relieve overcrowding

Comment:

(continued)

IV. Integration and desegregation

A. Ethnic census as of Oct. 30, 1966 (from Board of Educ., S.D. 109C D form)

Group	Total	Numbers PR	N	O	Percentages PR	N	O
School Wide							
Ninth Grade							
Tenth Grade							

B. Trend in past five years

C. Classes organized on basis of academic ability and performance
1. How many? (9th and 10th grades)

2. Which ones?

D. How many of the subject classes enroll more than Home rooms

	PR	N	O	PR	N	O
5 %						
10 %						
25 %						
50 %						
75 %						

Comments:

E. Curricular activities organized to promote Integration (school wide)

F. Learning situations created by school to foster integration

G. School activities (extracurricular) sponsored to promote integration

H. Ethnic Distribution among: (estimates)

	PR	N	O
1. Student Leaders			
2. School Personnel			
a. Aides			
b. Volunteers			
c. Custodial Staff			
3. Parent Association Leaders			
Membership			

Comments:

V. Student Census

A. Tenth Grade	No.	PR	N	O
1. On register June 30, 1966 when they were in 9th grade	.....	....	....	....
2. Promoted ninth graders on register Oct. 31, 1966	.....	....	....	....
3. Entering "junior high school" tenth graders on register Oct. 31, 1966	.....	....	....	....
4. Tenth grade holdovers on register Oct. 31, 1966	.....	....	....	....

	No.	PR	N	O
5. Transfers to non-academic high schools between June 30 and Oct. 31, 1966	.....	....	....	....
6. Transfers to non-public schools between June 30 and Oct. 31, 1966	.....	....	....	....
7. Discharged to schools outside N.Y.C. between June 30 and Oct. 31, 1966	.....	....	....	....
8. Drop outs	.....	....	....	....
B. Ninth Grade				
1. Register as of June 1966	.....	....	....	....
2. Register as of Oct. 31, 1966	.....	....	....	....
3. Holdovers:				
a. Free Choice students	.....	....	....	....
b. Junior high schools	.....	....	....	....
c. Other schools	.....	....	....	....
C. Enrollment - course of study followed				
1. Ninth grade				
a. Rem. Eng.	.....	....	....	....
b. Rem. arith.	.....	....	....	....
c. 9th gr. math.	.....	....	....	....
d. For. Lang.	.....	....	....	....
e. Others_____	.....	....	....	....
2. Tenth grade				
a. Rem. Eng.	.....	....	....	....
b. Rem. arith.	.....	....	....	....
c. 10th gr. math.	.....	....	....	....
d. For. Lang.	.....	....	....	....
e. Others_____	.....	....	....	....

Comments:

VI. 1. Reactions to this evaluation

2. Suggestions and recommendations to evaluators

Note: Please append any printed notices or schedules which will provide information dealing with the organization, administration, and curriculum of the school.

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Center For Urban Education
33 West 42nd Street
New York, New York 10036

Project: High School Grade Reorganization
Project Director: Edward Frankel

Title I Evaluation

March 20, 1967

To: Principals of Academic and Vocational High Schools Participating in Evaluation

Re: Second Phase of Evaluation Study

Dear Principal:

The first phase of our evaluation of the high school reorganization plan has been completed and we are currently preparing a report of our findings. We are now ready for the second phase of the study which focuses on the operation of the transfer plan in the schools, that is, the experiences of the high schools and of the disadvantaged ninth and tenth graders who were transferred from segregated, truncated junior high schools.

The design calls for an assessment of the operation of school organization and services, curriculum, integration, and student achievement. The procedure involves administrators, chairmen, teachers, and students. Data are to be gathered by questionnaires, interviews, and observations.

We are enclosing copies of questionnaires for (a) administrators, including ninth and tenth-grade guidance counselors, (b) chairmen of English, social studies, science, and mathematics departments, (c) teachers of disadvantaged ninth and tenth graders.

It is suggested that the questionnaires for chairmen be distributed by you and that the department chairmen distribute the questionnaires for ninth and tenth-grade teachers. We urge you to complete these questionnaires by April 14, 1967, and return them to me on that date.

Because of the pressure of time, we will be unable to engage in an in-depth study of all nine high schools. Four schools have been selected for intensive appraisal.

A few days after you receive this letter, if you are a principal of one of the four schools selected, you will be contacted by a member of the evaluation team to make arrangements for (a) interviewing the chairmen of the English and social studies and mathematics departments, (b) interviewing two teachers in each of these departments, (c) visiting the classrooms of these teachers, and (d) administering a student questionnaire to a ninth and a tenth-year class in English as well as a ninth and a tenth-year class in mathematics for disadvantaged students.

We shall also be examining the school records of ninth and tenth graders to follow up last year's sample and to select a comparable sample from the current ninth-grade class. This will be done by our clerical staff.

We shall make every effort not to disrupt the school routine and we are hoping for your cooperation.

For further discussion or information communicate with Dr. Frankel at Center for Urban Education (244-0300) or with the member of the evaluation team who will contact you.

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel March 20, 1967

Questionnaire For School Administrators

School ..... Principal ..... Date .....

Other Participating Administrators: .....

Compare the disadvantaged ninth graders of last year and those of this year with respect to the items listed below. Add comments if you wish. Use the following five point rating scale to indicate the direction and the magnitude of the change.

Rating Scale

1 ..... 2 ..... 3 ..... 4 5

great increase moderate increase no change moderate decrease great decrease

Item	Rating	Comment
a. Number of "incidents"	a.	a.
b. Truancy	b.	b.
c. Lateness	c.	c.
d. Cutting	d.	d.
e. Disciplinary offenses	e.	e.
f. Dropouts	f.	f.
g. Participation in school activities	g.	g.
h. Referrals to social agencies	h.	h.
i. Referrals to health and medical agencies	i.	i.
j. Parent participation	j.	j.
k. Immediate community participation	k.	k.
l. Teacher complaints against students	l.	l.
m. Student complaints against teachers	m.	m.

High School Administrators' Questionnaire

Item	Rating	Comment
n. Parent complaints against teachers	n. ..... n.	
o. Student initiated ethnic integration	o. ..... o.	
p. Student morale	p. ..... p.	
q. Teacher morale	q. ..... q.	
r. Other significant changes		

II. Guidance

This section of the questionnaire is concerned with the nature, scope and effectiveness of the guidance services which are currently available to disadvantaged ninth and tenth graders. Each guidance counselor working with these students should complete a separate form independently.

Counselor of Grade..... No. of years as counselor..... of ninth grade.....

of tenth grade..... as teacher..... No. of periods per week devoted to

counseling..... Number of students in your counseling group.....

A. Estimate the percentage of disadvantaged students referred to you from the following sources:

1. School administrators .....
2. Home room teachers .....
3. Subject teachers .....
4. Parents .....
5. Students themselves .....
6. Referred by outside agencies .....
7. Others- indicate _____ .....
8. _____ .....

Note: 1-8 must total 100%

High School Administrators' Questionnaire

B. Estimate the change in the amount of time spent with the following problems related to disadvantaged students this year as compared to last year. Use the rating scale below.

1	2	3	4	5
significantly more	somewhat more	about the same	somewhat less	considerably less

A. school work	.....	H. peers	.....
B. emotional	.....	I. cyesis	.....
C. health	.....	J. venereal diseases	.....
D. financial	.....	K. sex (other than 9 and 10)	.....
E. disciplinary	.....		
F. home conditions	.....	L. Severe emotional disturbances	.....
G. parental	.....	M. Others _____	.....

III. Other Services

Indicate the extent to which the following services are available through the school to disadvantaged students by (N) not available (I) inadequate (A) adequate

		Rating	Comment
1.	employment opportunities provided by or thru the school	1.	1. .....
2.	stipends	2.	2. .....
3.	clothing	3.	3. .....
4.	food	4.	4. .....
5.	health services	5.	5. .....
6.	funds for purchase of school supplies	6.	6. .....
7.	cultural opportunities	7.	7. .....
8.	sex education	8.	8. .....
9.	psychiatric services	9.	9. .....
10.	social services	10.	10. .....
11.	information about new services available under N.Y. State Medicaid	11.	11. .....
12.	Others	12.	12. .....

Comment:

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel March 20, 1967

Questionnaire For Department Chairman

School.....Department.....Interviewed by.....Date.....

How long as chairman in this school.....in other schools.....as teacher.....

The purpose of the inquiries which follow is to assess the changes which have taken place in your department in the past few years as they relate to disadvantaged ninth and tenth graders.

I. Organization and Administration

	Ninth Grade		Tenth Grade	
1. Does the department offer special courses for educationally disadvantaged students? (circle your answer)	yes	no	yes	no
2. a. How many remedial classes?	___	___	___	___
b. How many general classes?	___	___	___	___
c. How many tutorial groups or classes?	___	___	___	___
3. How many of the following classes are taught by teachers with at least 3 years experience? Remedial	___		___	
General	___		___	

4. What is the average class size this year as compared to last year in the following types of classes:	1965	1966	1965	1966
Remedial	___	___	___	___
General	___	___	___	___
Academic	___	___	___	___

5. How are teachers selected for remedial and general classes: check the proper space	Rem.	Gen.	Rem.	Gen.
a. volunteers	___	___	___	___
b. selection by chairmen	___	___	___	___
c. rotation	___	___	___	___
d. tradition	___	___	___	___
e. others	___	___	___	___

6. Is reading ability the prime criterion for grouping students? Circle your answer.	yes	no	yes	no
What other criteria are used?	_____		_____	

Departmental Chairmen March 20, 1967

7. Indicate by a check which of the following classes are homogeneously grouped:

Academic	___	___	___	___
General	___	___	___	___
Remedial	___	___	___	___

8. Indicate the percentages of classes which are at least 50% Negro and Puerto Rican?

Rem.	___	___	___	___
Gen.	___	___	___	___
Acad.	___	___	___	___

	Ninth		Tenth	
9. Have you been able to place disadvantaged ninth and tenth graders on the office squad?	yes	no	yes	no

What is the ethnic composition of the office squad?
PR
N
O

10. What is the ethnic composition of your departmental teachers?
PR
N
O

II. Curriculum: please append copies of special syllabi for the disadvantaged and of the January 1967 uniform midyear examinations.

1. When were curriculum changes for disadvantaged students introduced in the department? indicate year ____ ____

2. Are there plans for curriculum changes for next year? yes no yes no
If yes, state the nature of the changes

3. Are the present curriculum modifications
(a) simplication of topics for the average student a.____ ____
(b) new approaches and topics (check) b.____ ____
(c) others ..... c.____ ____

4. Have new books been introduced for the courses for disadvantaged yes no yes no
Have new materials been introduced yes no yes no
If yes, describe them briefly

5. How many of your teachers are regarded as "successful" with the disadvantaged students ____ ____

6. What specific methods used by these teachers have proven effective?

Departmental Chairmen March 15, 1967

7. What specific assistance is given to the teachers of the disadvantaged students

8. Have the teachers of disadvantaged students any special qualifications such as experience, training yes no yes no
If yes, state what it is

9. Has the department received any assistance either from the school or from outside sources in making curriculum changes? yes no yes no
If yes, state source

10. Do the teachers participate and contribute to curriculum making and revisions? yes no yes no
If yes, what is the nature of their contribution?

11. Is there a systematic program for continuous curriculum revisions for the disadvantaged? yes no yes no

12. Are there administrative allowances for the teachers of the disadvantaged? yes no yes no
If yes, explain the nature of the allowance.

13. What are your recommendations for improving the departmental offerings for disadvantaged Ninth Tenth

14. What is your general estimate of the present departmental offerings for the disadvantaged? ____ ____

Excellent	good	fair	poor	very poor
5	4	3	2	1

Explain your rating

15. Do you think the present transfer plan will achieve quality integrated education?

If not, what alternative plan would you offer?

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel March 15, 1967

Questionnaire for Classroom Teacher

Over the past two years, a substantial number of ninth and tenth graders from disadvantaged and segregated areas of the city have been admitted to the school. This is part of the plan of the Board of Education to achieve excellence in education and to improve ethnic balance in the schools of the city. [In order to accommodate these youngsters, many of whom are educationally retarded, the school has instituted organizational and curricular changes.]

A sampling of ninth and tenth grade teachers who had had direct contact with these youngsters are being asked to evaluate these changes. Will you please complete this questionnaire as accurately and as completely as possible. In order to promote an objective assessment, anonymity is being observed. You may also be interviewed.

Background of Teacher Interviewed by .... Date .....

License ..... Subject taught ..... Sex ..... How long in this school....

How long in teaching ..... Contact with 9th or 10th graders outside of classroom as - official teacher faculty club sponsor etc .....

School year	Subjects taught	Number of classes 9th grade	10th grade
1965-66			
1966-67			

1. Organization

	Ninth Grade		Tenth Grade	
1. Is the size of your special classes for disadvantaged students conducive to effective teaching? If no, explain -	yes	no	yes	no
2. What special qualifications do you have for teaching these youngsters? (experience, courses, etc.)				
3. What special qualifications do you think teacher of disadvantaged students ought to have?				
4. Have you developed any special techniques for teaching these youngsters If yes, what are they?	yes	no	yes	no

5. Has there been a change in the books and materials used in the classes for disadvantaged students? yes no yes no

   Are you satisfied with this change?

   If not, what do you suggest?

Classroom Teacher's Questionnaire — March 15, 1967

	Ninth Grade	Tenth Grade
6. On what basis were you assigned to teach classes for the disadvantaged? (check in proper box)		
a. Volunteer	____	____
b. selected	____	____
c. rotation	____	____
d. other___	____	____
7. Are you getting assistance in teaching these classes? If yes, state the source and the nature of the assistance.	yes no	yes no
8. Are you receiving any special allowance in time for teaching these students? If yes, how much time?	yes no	yes no

II. Curriculum

1. Evaluate the present syllabus as meeting the needs of disadvantaged students using the following scale:

excellent	good	fair	poor	worthless		
1	2	3	4	5	____	____

   What are its weaknesses?

   What are its strengths?

   What changes would you make?

2. Are there opportunities within the present framework of the syllabus to consider such significant topics as:

integration	yes	no	yes	no
minority group membership	yes	no	yes	no
poverty	yes	no	yes	no
value of education for future life's work	yes	no	yes	no
consumer education	yes	no	yes	no

3. Did you contribute to the construction of the syllabus you are teaching? yes no yes no
If yes, what was your contribution?

III. Students

1. Compare the disadvantaged youngsters of last year with those who are in your classes this year, using the scale below:

1	2	3	4	5
much better	somewhat better	about the same	somewhat worse	much worse

	Ninth Grade	Tenth Grade
1. Academic achievement	1.	1.
2. Participation in class	2.	2.
3. Attendance	3.	3.
4. Attitude toward teacher	4.	4.
5. Discipline	5.	5.
6. Homework	6.	6.
7. Cutting	7.	7.
8. Attitude toward peers	8.	8.
9. Respect for the rights of others	9.	9.
10. Others_____	10.	10.

IV. Integration

1. Do you think that the present transfer plan will achieve quality integrated education?

If not, what alternative plan would you offer?

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel March 15, 1967

Observation Schedule
Classroom

Name of Observers_____and_____Reporter_____

Date_____School_____Grade_____Subject_____Period_____

Kind of class_____Register_____Attendance_____Ethnic composition____

Topic_____Activity_____

Time: Start_____End_____

The observers will spend exactly 15 minutes in the classroom and will assess each aspect of the lesson on the following five point scale independently

practically non-existent		limited		moderate	great extent		nearly complete	no basis
1		2		3	4		5	0

	Rating -	1	2	3	4	5	0	Av. Rating
		Comments						
_____	A. Democratic atmosphere	6	3	18	3	0	2	2.60
_____	B. teacher-student interaction	0	8	13	9	0	2	3.03
_____	C. student-student interaction	23	5	2	2	0	0	1.47
_____	D. interracial and interethnic student acceptance	0	0	5	3	3	17	3.82
_____	E. physical integration - seating	1	1	5	15	7	3	3.77
_____	F. disorderly, disruptive behavior	25	3	1	2	0	1	1.36
_____	G. apathy and indifference on part of students	11	7	11	2	0	1	3.10
_____	H. indifference on part of teacher	24	7	0	0	0	1	1.22
_____	I. individual attention	0	13	11	5	3	0	2.94
_____	J. student self-direction	6	14	6	4	2	0	2.44
_____	K. meeting the needs of these students	0	13	14	5	0	0	2.78

Comments:

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel March 15, 1967

Student Questionnaire

The purpose of this questionnaire is to record your reactions to this high school and to the program of study you are following. We are interested in students who entering this high school from junior high schools either last year in September 1965 or this year September 1966.

We are not asking you to tell us your name or home address. We are interested only in your answers to our questions. We want these answers to be what you really think and believe. This will help us to find out more about this school and how it is helping or not helping you. All information you give is strictly confidential. Your teacher will not see your answers. Thank ycu for your cooperation.

School ..... Grade ..... Subject class ..... Sex M F

Neighborhood in which you live (not your home address) .....

No. of J.H.S. from which you came ..... When did you enter this school.....

Do you plan to (a) drop out of school before graduation (b) graduate (c) go to college (d) go to another kind of high school (underline your answer)

What kind of job are you planning to get? .....

Are you taking the academic commercial general course? (underline your answer)

How do you rate this school? excellent good fair poor

If you had to do it again, would you (a) come to this school _____
(b) go to another school_____
(underline your answer) which other school .....
(c) quit school _____ Do what instead .....

Which subject in your program do you:

like least ..... like most .....

find easiest..... find hardest.....

Which subject(s) would you like to take that are not on your present program.....
.....

In which class or classes (do not name the teacher)
(a) are you encouraged to continue school .....
(b) do you discuss such topics as integration, poverty, etc.....
(c) do you have a teacher who cares a great deal about you .....
(d) are you encouraged to express yourself freely .....
(e) do you get individual attention .....

Student Questionnaire March 15, 1967

How has the school changed you? Using the numbers of the five point scale below rate yourself on the following items:

	Circle the number which describes the change Rating Scale				
	greatly improved	somewhat improved	no change	somewhat worse	much worse
a. realizing the need for schooling	1	2	3	4	5
b. desire to get ahead	1	2	3	4	5
c. ability to get along with others	1	2	3	4	5
d. self confidence	1	2	3	4	5
e. sticking to a job and finishing it	1	2	3	4	5
f. volunteering in class	1	2	3	4	5
g. doing the best you can	1	2	3	4	5
h. helping others in class	1	2	3	4	5
i. respecting the rights of others	1	2	3	4	5
j. desire to do well in school	1	2	3	4	5

Do you take part in any of the following school activities:

	circle one	
a. clubs	yes	no
b. squads	yes	no
c. athletic teams	yes	no
d. student govt.	yes	no
e. school dances	yes	no

If you do not take part in any of these, give reason by underlining one of the following:
1. Live too far from school, takes too much time
2. have a job after school
3. not interested in school activities
4. late session

How important is it to you to go to an integrated school? Scale (underline your answer)

very important important not important

Why? _____

_____

_____

_____

_____

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2a

Student Questionnaire March 15, 1967

Name an activity in which you would be interested if the school had it?

_____

What do you like best about this school? _____

_____

What do you like least about this school? _____

_____

If you were the principal of this school, what changes would you make? _____

_____

_____

APPENDIX C

Staff List

Dr. Edward Frankel, Evaluation Chairman
Associate Professor of Education
Hunter College (Bronx)

Dr. Bernard Flicker
Department of Education
Hunter College

Dr. Perry Kalick
Assistant Professor of Education
Hunter College

Dr. Samuel Moskowitz
Principal - Retired
N. Y. C. High School
N. Y. C. Public School System